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ABSTRACT

The National Study of School Evaluation undertook a major effort to develop new materials for evaluating secondary schools and their programs, resulting in the development of this volume. The entire system consists of eleven sections: (M) Manual; (N) School and Community; (O) Philosophy, Objectives and Priorities; (P) Design of Curriculum; (Q) Instructional Areas; (R) Individual Faculty Data; (S) School Staff and Administration; (T) Learning Media Services; (U) Student Personnel Services; (V) Student Activities; and (W) School Plant and Facilities. The "Manual" provides an overview of the evaluation process and explains in detail how the materials may be used. The section on "School and Community," together with the section on "Philosophy, Objectives and Priorities," gather data and assist in examining the school's existing philosophy in light of that data. The remaining eight sections use a common format with five points: principles, nature of the program, evaluation, plans for improvement, and current status. The school evaluation should take place in three steps: a self-evaluation using this system, an evaluation by a visiting committee, and a consideration and follow-up of the evaluation findings by the school. (Author/BW)

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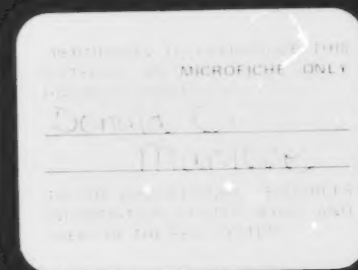
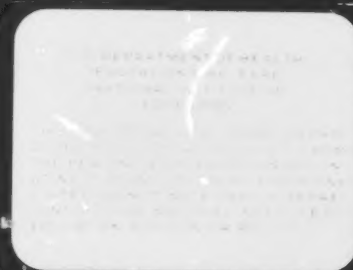
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NARRATIVE EDITION

TM006 998



NATIONAL STUDY OF SCHOOL EVALUATION



Secondary School Evaluative Criteria

Narrative Edition

A Guide For School Improvement

NATIONAL SCHOOL OF EVALUATION

National Study of School Evaluation

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(As of August 1974)

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Arlington, Virginia 22201

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Foreword

The *Secondary School Evaluative Criteria: Narrative Edition* is the outcome of a major effort of the National Study of School Evaluation to develop new materials to evaluate secondary schools and secondary school programs. Long known as the developer and publisher of the extensively used *Evaluative Criteria*, the National Study has now developed an alternative instrument. This new publication is not a revision or replacement of the *Evaluative Criteria, Fourth Edition*. It is an entirely new set of materials with a different approach to evaluation, and it will take its place alongside the *Evaluative Criteria, Fourth Edition*, as one of two instruments available for use in evaluating secondary schools.

In 1970 the National Study of School Evaluation published the *Junior High School Middle School Evaluative Criteria*. This instrument presented an approach to evaluation different from that utilized in previously published instruments of the National Study. In 1973 the *Elementary School Evaluative Criteria*, which was similar in format to the *Junior High School Middle School Evaluative Criteria*, was published. Now the National Study proudly presents the *Secondary School Evaluative Criteria: Narrative Edition*, an instrument similar in format to its previously published instruments at the elementary school and the junior high school/middle school levels. These three instruments facilitate district wide evaluation.

This development project has taken almost three years and has involved hundreds of secondary school educators. A more detailed account of the development of the new materials can be found in the Appendix of Section M.

The work of the National Study of School Evaluation (under this and two predecessor names) has been carried on by a General Committee composed of appointed representatives of the six regional accrediting associations. The committee has been actively involved in the development of this instrument and has reviewed the proposed materials and suggested refinements. Many of the present committee members brought experiences with earlier publications of the Study to bear on the preparation of this one. It is the belief of the General Committee that this new instrument will be widely and successfully used in secondary schools throughout the nation.

The names of former committee members, listed according to the associations they represented, are as follows:

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Officers of the Cooperative Study and the National Study, since the beginning, are listed below:

Chairmen, General Committee:	George E. Carrothers	1933-51
	E. D. Grizzell	1951-56
	Harold P. Adams	1956-57
	Floyd A. Miller	1957-64
	Mary H. Carter	1964-68
	Richard J. Bradley	1968-

Executive Secretaries:	Carl A. Jessen, Secretary	1933-51
	Executive Secretary	1951-60
	Roderic D. Matthews	1960-70
	Donald C. Manlove	1970-

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For the 1940 edition: Walter C. Eells, M. L. Altstetter, Kenneth W. Eells
 For the 1950 edition: Roy O. Billett, Roderic D. Matthews, James F. Baker
 For the 1960 edition: Roderic D. Matthews, Carl A. Jessen, Lorenzo K. Reed, SJ.
 For the *Evaluative Criteria for Junior High Schools*: Roderic D. Matthews
 For the Fourth Edition, *Evaluative Criteria*: Charles Edwards
 For the *Junior High School / Middle School Evaluative Criteria*: Donald C. Manlove, Lyle Mowrey
 For the *Elementary School Evaluative Criteria*: Donald C. Manlove, John Davis
 For the *Evaluation Guidelines for Multicultural / Multiracial Education*: John Stanavage
 For the *Student Opinion Inventory*: Donald C. Manlove
 For the *Secondary School Evaluative Criteria: Narrative Edition*: Donald C. Manlove, Lawrence Keller

In 1933 the Cooperative Study of Secondary School Standards was formed. The work of this study has continued through the years, and in June, 1959, the name was changed to the National Study of Secondary School Evaluation. A decade later a decision was made to give attention to the evaluation of elementary schools and districtwide organization, and the name was changed, in November, 1969, to the National Study of School Evaluation. The organization over the years has involved many distinguished men and women in the development of effective instruments for evaluating schools. The present publication is its latest effort. In addition a number of other research and development activities are also now in progress.

The members of the General Committee have long been aware of the importance of evaluation to the educational enterprise. The demands for effective instruments of evaluation at all school levels will be even greater in the future. The National Study, with your assistance, stands ready to meet the demands of the future.

GENERAL COMMITTEE
 National Study of School Evaluation

Manual

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NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

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The Purpose of the Manual

The purpose of the "Manual" is to describe the organization of the *Secondary School Evaluative Criteria: Narrative Edition* and to provide directions for its use in the evaluation process. Guidelines for conducting the self-

evaluation by individual schools and the evaluation by a visiting committee are presented with the understanding that when accreditation is involved procedures may vary somewhat from state to state and region to region.

Organization of the Criteria

The *Secondary School Evaluative Criteria: Narrative Edition* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

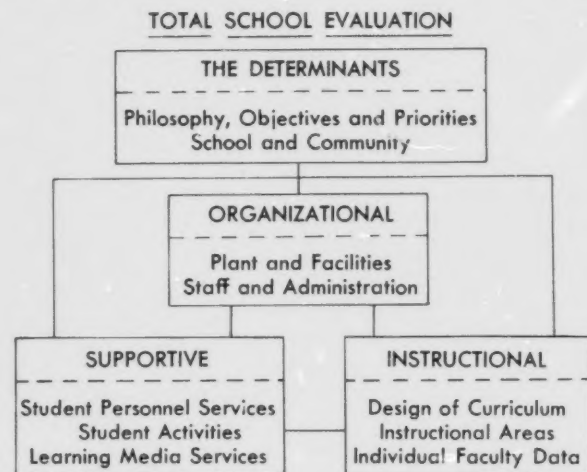
"School and Community" is designed to be a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Ser-

vices" includes such services as guidance, health, educational provisions for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

As indicated above, Sections N and O form the base upon which the evaluation rests.



The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans for Improvement
- V. Current Status Scale

This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This type of evaluation involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy, objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this

self-study is to improve the quality of the school's program through the means of self-evaluation, introspection and comprehensive examination of what is happening to students in the school environment⁴.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement allows ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant has an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

Conducting the Self-Evaluation

MATERIAL FOR THE EVALUATION

The first step in the self-evaluation is to obtain materials for the use of the staff. A bound copy of the *Secondary School Evaluative Criteria: Narrative Edition* should be examined before additional materials are ordered. This copy may be placed in the professional library for reference purposes. After the Manual, as well as other parts of the *Secondary School Evaluative Criteria: Narrative Edition*, has been read carefully, the materials needed for the total process should be secured. The amount of material ordered will depend on size of the school, its financial resources, extent of participation desired, and any requirements of the accrediting association or state department of education. Quantities indicated below will, in most cases, meet minimum requirements.

1. Three bound copies of the *Secondary School Evaluative Criteria: Narrative Edition* for reference.
2. Three copies each of Sections M, N, O, P, S, T, U, V, and W.
3. Three copies of Section Q for each subject area in which instruction is provided.
4. Two copies of Section R for each member of the professional staff.

The above suggestions represent a minimum order only. Schools will find it advantageous to order enough copies—in addition to the three copies mentioned in items 2 and 3 above—so that each member of each subcommittee having responsibility for a section will have a copy of that section.

It is also desirable to have sufficient copies of Sections N and O so that each member of the visiting committee may have a copy. Materials may be purchased from National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201.

If a school has had little experience with evaluations, it is highly advisable to invite a qualified person to work with the faculty in the initial stages of the self-study. The values, procedures, problems, and materials can be considered in such discussions.

DUTIES OF THE STEERING COMMITTEE

The second step in the self-evaluation is to appoint or select a chairman and a steering committee to have responsibility for planning and supervising the entire self-evaluation of the school. The size of this very significant committee may depend on the size of the faculty, but

generally a small committee is more effective—in most schools five to seven members are enough. The principal may serve as a member of the committee. This committee has primary responsibility for naming the members of all subcommittees, setting up a time schedule for the self-evaluation, establishing a method and a schedule for subcommittee reports, anticipating the need for, and delivering materials and supplies to, subcommittees, and coordinating the work of all subcommittees and the reports to the faculty. Since the self-evaluation is an extremely important part of the total evaluation, sufficient time should be allowed for it to be done well. The steering committee, in most instances, should be appointed approximately a year before the evaluation is to be completed.

WORK OF SUBCOMMITTEES

The National Study recommends that parents and students participate in the self-evaluation-process. They may be represented on all subcommittees or on selected subcommittees such as "School and Community," "Philosophy, Objectives and Priorities," or "Student Activities." Normally each member of the staff will serve on at least two committees, one dealing with a general section and the other dealing with a subject area. In large schools such a plan may make the committees so large that it will be desirable to ask some persons to serve on only one subcommittee. When appropriate, district-wide personnel may participate in the self-evaluation process.

Section N, "School and Community," provides data that are basic to the entire evaluation. The subcommittee responsible for this area should begin immediately to collect the data for its report. This report should be presented to the faculty before work is begun on the other sections. Section O, "Philosophy, Objectives and Priorities," is the

other basic section upon which an evaluation rests. The subcommittee responsible for this area should develop its philosophy and objectives or reexamine its existent philosophy and objectives in the light of the data provided by the "School and Community" report, and determine its relevancy to the present school program. This section, also, should be presented to the faculty for discussion and approval before work on other sections is begun.

All members of the teaching staff should then reexamine their specialized instructional areas to determine whether the course objectives and teaching practices are consistent with the stated philosophy, objectives and priorities of the school.

The other subcommittees should then be appointed. It is important that specialists and generalists serve on each subcommittee. For example the subcommittee on mathematics should include teachers of mathematics and teachers of other related areas. The subcommittee on administration and staff should include members of the administration as well as some staff members not involved directly in administration. The self-evaluation will be more valid and the total program of the school will be better understood by all members of the staff as a result of the efforts of these subcommittees.

Each section is introduced by a statement of principles. Each subcommittee should examine the principles carefully and critically, modify if desirable, and indicate the degree of acceptance and implementation on the scales provided. In the subsequent parts of each section, the data and information requested should be supplied as appropriate. Questions should be answered clearly and concisely. Each subcommittee should present its report, when complete, to the entire faculty for approval or modification.

The Visiting Committee

The complete evaluation of a high school as recommended by the National Study of School Evaluation requires the services of a visiting committee. The purpose of the visiting committee is to provide a review of the self-evaluation carried out by the school staff. This objective review by professional colleagues not directly involved in the school program is necessary if the evaluation is to be used in an accreditation or approval process, and is valuable when the evaluation is used to interpret the work of the school to the community.

The regional association, state department of education, or cooperating group or agency sponsoring the evaluation usually determines the size of committees, length of visit, schedules of visits, method of selecting committee members, and methods of financing the work of visiting committees. In the event the evaluation is not con-

ducted by an external agency or group, the school itself would make such determinations.

SELECTION OF THE VISITING COMMITTEE

When an agency sponsors the evaluation, the agency should select the members of the visiting committee. Typically the sponsoring agency (regional accrediting association, state committee, university, or state department of education) submits a proposed list of committee members for approval or rejection by the head of the school to be evaluated. It is usually advantageous to have both generalists and specialists on the committee. Invitations to serve on the committee should be sent by the sponsoring agency well in advance of the date of the visit. A return acceptance card with the name of the school to be visited and the dates of the visit should be sent with the invitation.

The selection of the chairman for the visiting committee is of paramount importance and should be agreed upon considerably in advance of the scheduled committee visit. Many schools have found it valuable to have a consultant to assist in the early planning stages of the self-study. When such a consultant is utilized, the consultant may also serve as the chairman of the visiting committee, or the chairman may be appointed later.

The final list of the visiting committee members should be sent to the head of the school and the chairman of the visiting committee at least a month before the date of the visit.

SIZE OF COMMITTEE

The size of the visiting committee varies with the scope of the program to be evaluated, the enrollment of the school, and the length of the visit. Committees of eleven to fifteen members staying from three to four days are not uncommon. If specialists in each area are used, the numbers on the committee will, of necessity, need to be increased. It is evident that schools with a very large enrollment may need to use a larger committee.

PROFESSIONAL ATTITUDE OF MEMBERS

The visit of a committee is a highly professional undertaking. The attitude of the members should be one of professional cooperation, helpfulness, and constructive criticism. Members should observe, visit, and inquire for the purpose of getting as comprehensive a view of the work of the school as is possible in the time available. Free discussion of the work of the school should be encouraged. Staff members of the school should be given an opportunity to explain fully what they are doing. Individual members of the committee should avoid making criticisms or suggestions to members of the school staff even if asked to do so. All such suggestions should be discussed by the committee and, if accepted, be reflected in the final report. Nearly all of the adverse criticisms of the evaluation of schools grow out of the actions of individuals who disregard this principle.

WORK OF COMMITTEE

Detailed directions for visits have been prepared by many sponsoring agencies. The points which follow are given with the expectation that they may be modified or supplemented by these agencies.

1. The chairman of the visiting committee should visit the school prior to the date of the visit of the committee. Sufficient time should be spent by the chairman to get acquainted with some of the staff; to study the physical plant, the school schedule, and the physical facilities and arrangements for the committee; and to discuss the visit with the administrative head of the school and the chairman of the steering committee. The chairman of the visiting

committee should be responsible for determining that the self-evaluation has been completed and that the school is ready for the visiting committee. The chairman of the visiting committee in consultation with the principal should work out a schedule of visiting committee activities.

2. The chairman should request information from members of the visiting committee about their areas of specialization and interest.
3. The head of the school to be visited should send the complete list of visitors who have accepted to each member of the visiting committee so that plans for sharing transportation can be made. This should be done as soon as possible after receiving the list. At the same time he should inquire from each visitor what lodging accommodations will be required.
4. As soon as convenient, but at least two weeks before the date of the visit, the head of the school to be visited should send materials about the school to each member of the visiting committee. These materials should include directions for reaching the school; parking arrangements; copies of the self-evaluation reports on "School and Community" and "Philosophy, Objectives and Priorities;" and any other sections of the self-evaluation report, printed booklets, or materials about the school that will be useful in providing the visitor an extensive picture. At the organizational meeting of the visiting committee, materials such as plans of buildings and grounds, activities scheduled for the visiting days, courses of studies, teachers' schedules (including room, subject taught, time, and section), and similar items should be distributed to the visitors.

Care in preparing materials for the committee will be appreciated; reasonableness and common sense will also serve well; thought should be given to what is important and what can be used.

5. The school, in making preparations for entertaining the visiting committee, should be aware of the time-consuming nature of the task and the desire of the visitors to do a superior job.
6. The agency sponsoring evaluations should prepare suggestions and information for visiting committees on expense accounts, general time schedule for a visit, and any other matters that differ from suggestions included in this manual. Such a statement should be supplied to each visitor and may well be sent with the invitation to serve on a committee.

THE VISIT

The school should operate on a normal schedule during the visit of the committee. The visitors come to get as complete a picture of the school as can be had in the limited time available. Since many seasonal phases of the year's program may not be seen, photographs, programs, press comments, and similar material concerning these phases

should be collected, preserved, and arranged for viewing by the committee.

Visits may start with an informal dinner or reception the evening preceding the first day of the visit. Such a gathering gives the committee opportunity to meet members of the faculty and the board of control. The chairman of the visiting committee may explain the procedures to be followed and thus set the tone for the visit. The principal or other staff member may summarize the reports on "School and Community" and "Philosophy, Objectives and Priorities" in order that the visiting committee can be fully conscious of the nature of the student body and the community served by the school and have as clear as possible an understanding of the school's philosophy, objectives and priorities. Either before or after the meeting, the chairman will wish to meet with the other members of the visiting committee to complete the organization of the committee.

ORGANIZATION OF THE COMMITTEE

The visiting committee is normally organized into subcommittees. Some subcommittees study the general areas such as the "Student Personnel Services" and "School Plant and Facilities," and other subcommittees are responsible for the instructional areas. The chairman will have organized the subcommittees and notified each member of his assignment well in advance of the visit. At the organization meeting the chairman will discuss the professional nature of the work of the visiting committee. He will explain the importance of visitors' observing what is done rather than telling what they themselves do, the confidential nature of the committee's discussions, and the dangers of gossiping after the visit is completed.

VISITING CLASSES

Members of a subcommittee responsible for a given subject field should plan their classroom visits so that as many teachers as possible are observed. Care should be taken to observe all the different varieties of the work—content, level of difficulty, special objectives, sequence, and so on. Visitors should enter classes unannounced,

avoid participation in class activities, defer making notes until after leaving classrooms, and leave with the minimum of disturbance.

The visit should be as informal as possible. Committee members may wish to talk to individual students but should not disturb formal learning groups to do so. No effort should be made to interview the teachers at this time; meetings with teachers should be scheduled for preparation periods or before or after school. If the work of a class is obviously to continue in much the same form for the entire period, a visitor may leave after a short visit and return to observe at another time.

Observation provides a basis for making recommendations concerning teaching techniques, use of instructional media and the quality of instruction. Each visitor should remember that he will have a chance to contribute to discussions of all aspects of the school; it is, therefore, important to notice physical facilities in classrooms and in other areas, attitudes of students, care of property, cleanliness of building, safety precautions, use of display areas, condition and relevance of instructional materials, and other elements of the school program.

INVESTIGATING GENERAL AREAS

Each member of the visiting committee is responsible for reviewing the self-evaluations and making recommendations in a general area such as "School Plant and Facilities" or "Student Activities" and or in a subject field. The report made by the school must be examined carefully and additional information obtained from those who made the self-evaluation or from other staff members. (Care must be exercised that important conclusions or recommendations are based on sound information.) Formal conferences are scheduled which provide opportunity to ask questions, but in most cases there will be special items that must be investigated. The additional investigations must be planned for between classes, before and after school, and by appointment. Members of each subcommittee should examine and become familiar with all the sections of the self-evaluation made by the school for which they are responsible.

The Reports

The work of the visiting committee includes the construction of several types of reports. The members of subcommittees write reports on their respective areas which contribute to the chairman's final written report to the school and to the sponsoring agency. Additionally, an oral report may be made by the chairman of the visiting committee to the staff or administration of the school being evaluated.

SUBCOMMITTEE REPORTS

After studying the various areas, each subcommittee prepares a report consisting of at least four parts:

1. A brief introductory description of the area concerned
2. Strengths of the present program
3. Weaknesses, concerns, and questions relating to the present program

4. Recommendations for future consideration by the school personnel

The visiting committee's schedule should provide time for the chairman of each subcommittee to report the substance of the above points to the entire committee. Sufficient discussion should follow each report in order to reach consensus and thereby to have the commendations and recommendations supported by the entire visiting committee. In the event that consensus cannot be reached after a period of discussion, the chairman is responsible for accommodating the several positions in an appropriate manner in the final report.

After reports have been heard and accepted by the entire committee, they should be submitted to the chairman of the visiting committee for editing and integration into the committee's final report.

ORAL REPORT

The oral report serves primarily as a means of concluding this part of the evaluation. It is a brief summary given by the committee chairman at the conclusion of the visit. It should include the general highlights of the visit and only broad, general conclusions. It should contain a few commendations and a few general recommendations.

It should emphasize that the written report will be much more detailed and specific.

The oral report may be given to the entire faculty or to the administrative staff and members of the steering committee who transmit it to the faculty. Practice varies in different sections of the country.

THE WRITTEN REPORT

A written report is recommended by the National Study of School Evaluation. The report is prepared by the chairman of the visiting committee and contains an introduction, the approved commendations and recommendations from the subcommittee reports, and a concluding statement.

The chairman must accept the responsibility for the quality of the written report. The report should be carefully edited so that it is accurate, mechanically correct, and free of ambiguous or incomplete statements. Much of the value of the entire evaluation process may be lost if the written report shows evidence of carelessness or hasty and thoughtless expression. Members of boards of control and others who are not familiar with the procedures used in evaluations may read the report; consequently, it should be clear, self-explanatory and non-technical. The agency sponsoring the evaluations should tell the chairman how many copies of his report are required and the policy on distribution.

Suggested Activities Following the Evaluation

Evaluation should be a stimulating force leading to definite improvements in the services offered by the school to its students and community. The entire process should include self-analysis of the school's program and services; objective reaction to the school's analysis by a visiting committee; oral and written reports to the school by the chairman of the visiting committee; and a resultant program of continuous improvement by the school itself.

Regional accrediting associations, state departments of education, and local school systems have frequently developed, and will doubtless continue to develop, helpful follow-up programs. The following suggestions based on the experience of various schools may be of value:

1. The principal and his staff should become familiar with the information contained in the written report of the visiting committee. All members of the faculty should read the written report.
2. Schools may wish to retain the same committee structure for a program of follow-up and improvement. A "rest period" for the committees is usually desirable. Each faculty will have to decide the exact point of time at which committees should be re-activated.
3. A careful follow-up study should be made of all recommendations presented in the written report by placing each in one of the following categories:
 - a) Recommendations that can be carried out immediately.
 - b) Recommendations that can be carried out in the near future.
 - c) Recommendations that may be carried out through long-term planning.
 - d) Recommendations that are judged to be invalid.
4. A continuous follow-up by the faculty is necessary to ensure the implementation of the recommendations for the purpose of improving the effectiveness of the school's program.
5. It is important that the staff of the local school call to the attention of the visiting committee chairman and sponsoring agency any errors or misinterpretations of facts which appear in the report. This should not be done in a defensive manner but rather accepted as a responsibility of the school to make the record accurate. The sponsoring agency is interested in avoiding errors and welcomes the interest evidenced

by the forwarding of explanations that will improve the accuracy and completeness of the report.

6. The written report may well be presented to members of the school board and to the local parent-teachers association. The extent to which the public

will be made familiar with the complete report is the responsibility of the school district. In schools where students and parents have assisted in the evaluative process, they will of course be interested in, and concerned with, the results.

Appendix

Development of the Secondary School Evaluative Criteria: Narrative Edition

The establishment of standards for schools has been a gradual process. It began around the turn of the century when secondary schools and colleges belonging to the regional accrediting associations attempted to reach an agreement on the entrance requirements for the various colleges. The youthful regional associations also began the task of developing accreditation procedures for those schools which desired to meet the standards for membership in the associations.

With the formation of the Cooperative Study of Secondary School Standards in 1933, the emphasis in school evaluation changed from the maintenance of minimum standards to achievement of excellence in all aspects of a school's work. The Cooperative Study of Secondary School Standards was, and continues to be, administered by a general committee composed of representatives of the six regional accrediting associations. In June, 1959, the name was changed to the National Study of Secondary School Evaluation. Because of needs of regional associations and schools to give attention to the evaluation of junior high schools and elementary schools, the name was changed again in November, 1969, to the National Study of School Evaluation.

The work of the National Study of School Evaluation through the years has produced the 1940, 1950, 1960, and Fourth Editions of the *Evaluative Criteria for Secondary Schools*. Thousands of educators have been involved in the development of the *Evaluative Criteria*, and their combined efforts have continued to influence the change from maintaining minimum standards to striving for excellence in all aspects of a school's work.

In February, 1962, the General Committee of the National Study directed that a plan be developed for the publication of materials for the evaluation of junior high schools. Eighteen junior high school educators developed the *Evaluative Criteria for Junior High Schools* which was an adaptation of the *Evaluative Criteria for Secondary Schools: 1960 Edition*.

The General Committee in 1965 decided to replace the *Evaluative Criteria for Junior High Schools* by the development of an instrument specifically designed to evaluate junior high schools and middle schools. That effort,

involving hundreds of junior high school and middle school educators from across the nation, resulted in the publication of the new *Junior High School/Middle School Evaluative Criteria* in May, 1970.

Because many educators have believed for sometime that emphasis on evaluating and accrediting secondary schools is merely a partial solution to improved education, the Study conducted a national survey of key educators in 1969 to assess the desirability of developing an instrument to evaluate elementary schools. The results of the survey were overwhelmingly positive. A project to develop such an instrument was launched in 1970. Hundreds of elementary school educators participated in the project and a new *Elementary School Evaluative Criteria* was published in June, 1973.

The *Junior High School/Middle School Evaluative Criteria* and the *Elementary School Evaluative Criteria* were designed and structured with an open-ended questionnaire format rather than the checklist format that has characterized the four editions of the *Evaluative Criteria*. This new approach was widely acclaimed by those who used it, and several secondary schools also reported following the format of the *Junior High School/Middle School Evaluative Criteria* with considerable success.

The great diversity among secondary schools of this nation suggests the desirability of providing more than one approach to evaluation. That fact coupled with the early reports of success in using the open-ended approach in the two latest publications of the National Study prompted a decision to develop an alternate instrument for secondary schools. The decision was made in November 1972 by the Administrative Committee who agreed to serve as an ad hoc committee setting the direction for the new publication. This committee also decided that the new instrument would follow the structure and format of the *Elementary School Evaluative Criteria* and the *Junior High School/Middle School Evaluative Criteria*. The publication of the three instruments could then provide school systems with instrumentation for system wide evaluation.

The Executive Secretaries of the Commission on Secondary Schools of the Regional Associations were asked to

suggest names of knowledgeable individuals who might be willing to serve as members of a writing team to prepare the materials. From the suggested names a writing team was formed consisting of:

- Dr. Neil C. Aslin, University of Missouri, Columbia, Missouri
- Dr. Thomas J. Bradshaw, Principal, Bridgewater-Raritan High School, Raritan, New Jersey
- Dr. J. Everette DeVaughn, Georgia State University, Atlanta, Georgia
- Dr. James Ellingson, Oregon College of Education, Monmouth, Oregon
- Mr. Alan Haas, Principal, New Canaan High School, New Canaan, Connecticut
- Mrs. Joyce Hansen, State Board of Education, Salt Lake City, Utah
- Mr. Thomas Henley, Assistant Principal, West High School, Bakersfield, California
- Mr. John Kearney, State Department of Education, Boston, Massachusetts
- Mr. Frank Kudlaty, Assistant Superintendent, Fort Worth, Texas
- Dr. L. Tennent Lee, University of Alabama, University, Alabama
- Dr. E. Gaye McGovern, Assistant to Deputy Superintendent, Harrisburg, Pennsylvania
- Mr. William J. Russell, Principal, Paul D. Scheiber High School, Port Washington, New York
- Mr. Robert Schreck, Principal, Richard C. Lee High School, New Haven, Connecticut
- Dr. Scott Thomson, Superintendent, Evanston, Illinois
- Dr. Fred Wood, University of Nebraska, Lincoln, Nebraska
- Dr. Donald C. Manlove, Project Director, Bloomington, Indiana
- Mr. Lawrence Keller, Research Associate, Bloomington, Indiana

The team met on the Indiana University campus March 11-14, 1973 to get an overview of the project and then to write, reflect, discuss and refine the materials. After their departure the materials were assembled and mailed to each member of the writing team for further review and comment.

The Executive Secretaries of the Commission on Secondary Schools were then asked to suggest names of schools ready for an evaluation during the 1973-74 year that might field test the new materials. This effort resulted in the selection of sixteen schools which were invited to participate in the field test. In selecting these pilot schools, consideration was given to enrollment, location, type of

school and type of program in order to get as diversified a sample as possible. Each pilot school was provided by mail with an orientation to the project and copies of the new materials to be tested. This was followed by an on site visit by the project director or the research associate.

During the on site visit arrangements were made for data relating to the use of the materials to be received from each pilot school. The data collected were:

1. One set of the completed materials as they would be presented to the visiting committee.
2. One set of the materials with recommendations for revision.
3. A questionnaire completed by each faculty member of each pilot school.
4. A questionnaire completed by each visiting committee member.
5. A complete copy of the visiting committee report.

The schools that participated in the pilot study were:

- Arlington High School, Atlanta, Georgia
- Bass High School, Atlanta, Georgia
- Beaverton High School, Beaverton, Oregon
- Bellows Falls Union High School, Bellows Falls, Vermont
- East Forsythe Senior High School, Kernersville, North Carolina
- George Penney High School, East Hartford, Connecticut
- Lakewood High School, Denver, Colorado
- Manatee High School, Bradenton, Florida
- Memorial High School, Elkhart, Indiana
- Mingus Union High School, Cottonwood, Arizona
- Norwell High School, Norwell, Massachusetts
- Satellite High School, Satellite Beach, Florida
- Skyline High School, Dallas, Texas
- St. Joseph Senior High School, St. Joseph, Michigan
- Wenatchee High School, Wenatchee, Washington
- West Monroe High School, West Monroe, Louisiana

In addition to the data from the pilot schools, data were sought from the original writing team members who were asked to again review the materials.

The results of the field test and suggestions of the writing team members were analyzed and reviewed by the project staff and the materials refined accordingly. The proposed instrument was then mailed to all members of the General Committee for review. At the General Committee meeting in Mt. Pocono, Pennsylvania in August 1974 recommendations for further refinement were discussed and made. These changes were made by the project staff and presented to the Administrative Committee in October 1974. At this time, the instrument was accepted for publication.

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School and Community

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

This section, "School and Community," provides basic data for the complete evaluation. The importance of careful and accurate gathering of the data cannot be overemphasized. *This section should be completed before work is started on the other sections.*

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

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Organization of the Criteria

The *Senior High School Evaluative Criteria* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Services" includes such services as guidance, health, education services for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans For Improvement
- V. Current Status Scale

This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

Statement of Purpose

The evaluation of a school must, to a large extent, be based on the degree to which its educational programs meet the needs of students in the community it serves. (Independent or nonpublic schools should interpret their community as comprising the students who attend the school and their parents.) Since these needs are related to the resources, opportunities, conditions, and problems in the environment, it is important that both the student body and the community be analyzed and described. The characteristics of the community served by a school system should be identified according to their current and emerging local uniqueness. The relationship of these characteristics to the responsibilities of the secondary school is a particular concern of this evaluation.

This section is organized to facilitate such analyses and descriptions. The goal is to describe the student body, the community or groups served by the school, and the educational opportunities provided for youth by the overall program of the school. Information compiled in this section will be used with all other sections to assist in determining whether or not the educational program offered by the school meets the needs of the secondary school students of the community. If the data requested are already available in a format other than that suggested in this section it should be used. The school should also

include if available additional data which describes the school although it is not specifically requested.

In preparing data for this section, it is imperative to keep in mind that in a school for secondary students one primary goal is the acquisition of general education and ways of acquiring knowledge. To be effective, the school program must be organized so that learning at this level is articulated with that offered at the junior high middle school and with that offered at higher educational levels. The program also must take account of the nature of the community and its population in order to develop appropriate exploratory educational experiences for students. Another equally important goal is to involve students not college bound in learning experiences which help them to make career choices, prepare them for careers, or prepare them for further education in vocational-technical schools or trade schools. Ultimately, the school program must provide all students a sufficient background of experiences to make successful choices in their later school and life careers.

The descriptive analysis of the school and the community developed under the guidelines of this section is a necessary first step to obtain information that can serve as a foundation for program planning and evaluation.

I. The Students in the School

The characteristics of students as individuals, as subgroups, and as a community group will help determine what programs and learning experiences are needed. School programs should be designed to provide both developmental and remedial opportunities for improved learning. A dynamic program should promote the progress of students of various abilities, aspirations, and goals as well as adapt to the changing character of the school population.

A. Student Enrollment

1. Complete the chart below, using enrollments as of October 1 (approximately).
2. If the school is ungraded, use reasonable equivalents.

GRADES INCLUDED IN THIS SCHOOL	ENROLLMENT BY YEARS																	
	Five Years Ago 19__-19__			Four Years Ago 19__-19__			Three Years Ago 19__-19__			Two Years Ago 19__-19__			One Year Ago 19__-19__			Current Year 19__-19__		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Grade _____																		
Grade _____																		
Grade _____																		
Grade _____																		
Grade _____																		
Grade _____																		
Special Education*																		
Total																		

* Use if special education students are counted separately.

3. Explain any unusual variations among enrollment categories.

4. If special education students are listed separately, please indicate the basis on which identification is made.

B. Stability of Student Population

1. In the space below, indicate the number of years which each member of the highest grade has been in *this* school.

NUMBER OF YEARS IN THIS SCHOOL (INCLUDING PRESENT YEAR)	MEMBERS OF HIGHEST GRADE			
	Boys	Girls	Total	
			Number	Percent
1				
2				
3				
4				
5 or more				
Total				

2. Discuss any unusual conditions revealed by these tables.

C. Age-Grade Distribution

1. If there is unusual variance in age-grade distribution of students:
- What factors exist within the feeder schools that may explain these unusual variations in distribution?
 - Are there factors within the community (such as ethnic groups, socioeconomic conditions, labor surpluses, migrant and seasonal populations, first generation Americans, industrial exodus, automation, non-English speaking clusters) that may explain abnormalities in the age-grade distribution as indicated above?

2. If unusual variances are noted, what action is this school taking to assist at the course of this problem?

D. Mental Ability

1. If intelligence or mental ability test records are available, give number of students who score in each of the following IQ or percentile ranges. In case the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general mental ability of pupils. A school may modify the intervals listed below to agree with data already available.

RANGE*		GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	TOTAL	
IQ	Percentile	_____	_____	_____	_____	_____	_____	Number	Percent
Over 124	Over 94								
117-124	85-94								
109-116	70-84								
92-108	37-69								
84-91	16-30								
76-83	6-15								
Below 76	Below 6								
Total									
Year in which Tests were given									

* Indicate which column is being used by circling "IQ" or "Percentile."

2. What test or tests were used in determining these data? Indicate the grade level at which each test was given and the name of the test used.

Grade Level	Name of Test
Grade _____	
Grade _____	
Grade _____	
Grade _____	
Grade _____	
Grade _____	

E. Basic Tests

1. In the table below, indicate the name and date of administration of standardized achievement tests, reading tests, diagnostic or performance criteria tests for each grade or range in this school.

User, Age, Grade, or Range	Name(s) of Test(s)		Date(s) of Test(s)

2. Provide through tabular presentation the latest profile or listing of test results for the total school population. (Note that a chart for reading is provided below.)

3. In the table below, indicate the percentage of boys and girls in each category for each grade in this school. If the school is ungraded, estimate a reasonable equivalent.

READING ABILITY RANGE	GRADE _____ PERCENT		GRADE _____ PERCENT		GRADE _____ PERCENT		GRADE _____ PERCENT		GRADE _____ PERCENT		GRADE _____ PERCENT		TOTAL SCHOOL PERCENT	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4 or more years above														
3 years above														
2 years above														
1 year above														
At grade level														
1 year below														
2 years below														
3 years below														
4 or more years below														

1. What information does the school gather regarding the special talents and interests of individual students (such as artistic, musical, or athletic skills)?

2. What information does the school gather regarding the physical, emotional, and socioeconomic backgrounds of students (handicapped and disability information included), as well as information on exceptional talent?

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G. Ethnic Characteristics of Student Body

1. List below the identifiable ethnic groups that compose the student body.

GROUP	Percent of Student Body NOW	Percent of Student Body 5 YEARS AGO
1		
2		
3		
4		
5		
6		
7		
8		
Total	100.0	100.00

2. Describe significant ethnic trends which have had or will have an impact on the school's educational program.

3. What steps has the school taken to respond to special needs that may arise due to the present or changing characteristics of the student body?

H. Education Intentions

1. Indicate the number and percent of members of the present senior class whose intentions are as follows:

Intentions	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post-secondary school, e.g., business college or technical institute				
Continue education but undecided on type of school				
Stop formal education upon graduation				
Undecided about further education				
Unknown				
Total members of senior class				

2. Discuss procedures used in collecting these data.

3. What procedures are used, and when, to help a student determine his educational intentions?

4. To what extent are the above data used in planning individual and group educational programs?

I. Follow-up Data of Graduates (Class of 19____)

1. Indicate in the appropriate columns the number and percentage of graduates of the last senior class who have entered the educational and occupational categories:

CATEGORIES	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post secondary school, e.g., business college or technical institute				
Occupation:				
Married				
Unemployed				
Unknown				
Total				

2. Do the data in H-1 and I-1 have implications for curricular change? If so, what are the implications?

- | REASON FOR WITHDRAWAL | Boys | Girls | TOTAL | |
|------------------------------|------|-------|--------|---------------------------------------|
| | | | Number | Percent of Total Enrollment of School |
| State Reasons for Withdrawal | | | | |
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| | | | | |
| | | | | |
| Total Withdrawn | | | | |

- | Current Status | Boys | Girls | Total |
|------------------|------|-------|-------|
| Employed | | | |
| Military Service | | | |
| Apprenticeship | | | |
| Marriage | | | |
| Unemployed | | | |
| Unknown | | | |
| Totals | | | |

3. Discuss any unusual conditions revealed by these data.

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by these data?

5. What is being done to improve the situation relative to withdrawals?

6. What procedure does the school implement once a student is diagnosed as a potential withdrawal candidate?

7. What procedure has the school developed to encourage students who have withdrawn to return to school?

K. Information regarding Students' Parents

1. Occupational status (Give percentage):*

Occupation	Father	Mother	Occupation	Father	Mother
Agricultural			Semiskilled		
Clerical			Service occupations		
Housewife			Skilled		
Managerial			Unskilled		
Military			Unemployed		
Professional					

2. Educational status of adults (count each parent only once):*

- a) Percent of parents with formal education in elementary school only %
- b) Percent of parents with partial but incomplete high school attendance %
- c) Percent of parents who have completed high school %
- d) Percent of parents with some formal education beyond high school other than college %
- e) Percent of parents with some college education but without a degree %
- f) Percent of parents with a bachelor's (or baccalaureate) degree %
- g) Percent of parents with advanced degrees %

* These need not be the exact categories used.

3. Population stability

In developing various aspects of the overall school program, information about the socioeconomic backgrounds of students and their parents can be very valuable. Any data that can be supplied regarding the employment status of the parents, families partially or wholly dependent on welfare funds, migrant families, and transient students will be valuable and should be analyzed in this report. Any evidence of social change occurring in the district should be explained.

II. The School District

The quality of the educational program is frequently a function of the resources available and the number of students to be served. The following items deal with these important aspects of the school district.

A. Population and Enrollment Data

1. Total population	_____		
2. Grade and enrollment distribution:			
	Elementary Schools	Junior High/ Middle Schools	Senior High Schools
Grades included at each level:			
Public schools	_____	_____	_____
Nonpublic schools	_____	_____	_____
Total enrollment at each level:			
Public schools	_____	_____	_____
Nonpublic schools	_____	_____	_____

B. Financial Resources and Budgeting

Public Schools

1. Assessed valuation of the district \$ _____
(Indicate the relationship of assessed value to actual value: _____ %)
2. Tax rate per thousand dollars of assessed valuation \$ _____
3. Percent of local taxes appropriated for schools %
4. Total school district budget \$ _____
5. Percent of total budget derived from local sources %
6. Cost per student: Elementary \$ _____
Junior high school/middle school \$ _____
High school \$ _____
7. Number of teachers (K-12) _____
8. Attach a copy of the school district salary schedule(s). Indicate the number of employees currently at each salary level.
9. Indicate what percent of the school district budget is allotted to each major area (such as administration, instruction, transportation, supplies, equipment, and maintenance).

10. Describe the nature and extent of the school staff's participation in preparation of school budgets.

11. Describe what, if any, community involvement or participation takes place in developing school budgets.

Nonpublic Schools

A nonpublic school should present its current budget, operating statement, and the most recent audit of its accounts and financial position.

C. Government- and Foundation-Supported Programs

1. Describe any projects currently in operation in this school which are financed by federal, state or municipal agencies.

2. Describe any projects currently in operation in this school which are supported by philanthropic agencies or business organizations.

3. Describe how the facilities of the community and/or people in the community are used in any of these programs.

III. The Community

The accumulation and analysis of data about the community are logical steps in the evaluation of the school's program. A dynamic program will be sensitive to community needs and will focus on positive steps toward the solution of community education problems.

- A. Describe each of the following nonschool programs and/or facilities which are available and discuss (1) their adequacy, (2) any unique services which they offer to the students and the community, and (3) the extent to which students use them:

1. Library facilities

2. Recreational opportunities and facilities

3. Parks

4. Choral and instrumental music organizations and programs

5. Dramatics organizations and programs

6. Arts and crafts program

7. Museums, art galleries, and zoos

8. Others (list)

B. List the major clubs and organizations in the community that are available to early adolescents (for example Boy Scouts and 4-H).

C. Describe the post-high-school educational institutions that are available within the community:

1. Collegiate institutions

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2. Vocational and technical schools

3. Institutions providing adult or continuing education.

D. Discuss the extent to which school facilities are made available to the community after school hours.

- E. Describe important characteristics of the community which relate to the school and its programs and which have not been described in the foregoing pages. Explain how these characteristics have been responsible for the development of school programs and describe the programs. (Characteristics may include such matters as ethnic and racial groups, socioeconomic conditions, labor surpluses, migrant and seasonal residents, first generation Americans, non-English language groups, industrial exodus, automation, declining employment opportunities, religious beliefs, subcultural folkways, biases and prejudices, and public and private multiple-dwelling housing.)
- F. Describe in detail the role of the community in relation to volunteer assistance, publications, consultations in areas of program development, provision of supplemental resources to enhance the total program of the school.

IV. Climate of the School and Community

The general climate of the school and community exerts a profound influence on the school and its program. Every effort should be made to determine the quality of this climate.

A. The Student Climate

The *Student Opinion Inventory* developed and published by the National Study of School Evaluation or a similar valid instrument should be used to determine student attitude or opinions about the school, its administration, teachers, and program. The *Evaluation Guidelines for Multi-Cultural / Multi Racial Education* published by the National Study of School Evaluation also assess attitudes of students and teachers about this important aspect of the educational program.

1. What are the significant findings of this study?

2. What are the implications?

B. The Faculty Climate

The opinionnaire developed by the National Study or a similar valid instrument should be used to determine faculty attitudes or opinions concerning the school, its administration, and program. Place the results in tabular form.

1. What are the significant findings of the study?

2. What are the implications?

C. The Community Climate

Important to the success of a school program is the attitude of the community toward the school and its program. The opinionnaire developed by the National Study or a similar valid instrument may be used to assess community attitudes. A cross-section of the public can be chosen with care being used to insure that all groups are represented. Place the findings in tabular form.

1. What are the significant differences in the beliefs, attitudes, or concepts of the three groups?

2. How can these be resolved?



Philosophy, Objectives and Priorities

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The Philosophy, Objectives and Priorities section is one of the basic sections upon which the evaluation rests. One of the fundamental principles of evaluation that the National Study of School Evaluation supports is that a school should be evaluated in terms of what it is striving to accomplish—its philosophy and objectives. The committee responsible for this area should develop its philosophy and objectives or reexamine its existent philosophy and objectives in the light of the data provided by Section N,

"School and Community."

The procedures outlined in this section are suggestions. The committee responsible for this area should feel free to modify or change the procedures as appropriate to the particular school situation.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

It is especially important that the report of this committee, when complete, be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

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Organization of the Criteria

The *Senior High School Evaluative Criteria* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Services" includes such services as guidance, health, education services for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans For Improvement
- V. Current Status Scale

This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

I. Philosophy, Objectives and Priorities

A. Overview

A school's philosophy establishes the ideals or goals to which a staff subscribes. The statement of objectives identifies observable ways by which the philosophy is implemented. The objectives specify ideals which have been attained, are being attained, or are attainable. Priorities are those objectives of such importance that they become a commitment of all aspects of the educational program. Staff and pupil performance and relationships within the school and between the school and community provide observable evidence of the degree of congruence between the school program in process and the statements of philosophy, objectives and priorities.

It is vital that the statements of philosophy, objectives and priorities be developed democratically and reflect input of the staff, students, parents, and community.

The formulative process will normally encompass three stages. In the first stage, existing statements of philosophy and objectives of the school district and school should be examined as well as the individual beliefs held by participants concerning the overall purposes of education in our society, the role of the school in the educational process, and the unique role of the particular school in light of the needs of the students and the community it serves.

The second stage should focus on the broadest possible discussions which identify desirable elements to be included in the statement of philosophy, objectives and priorities being formulated. Divergent views should be heard, and priorities for the elements be established. A consensus is desirable before this stage is concluded.

The third stage consists of the actual writing of the statements of philosophy, objectives and priorities and their presentation to the entire staff for modification and approval.

B. Guiding Principles for the School Philosophy

Every staff needs to articulate its own educational philosophy expressing its fundamental goals or beliefs concerning the role of the school in meeting the educational needs of adolescents in today's society. The statement of philosophy gives direction to program development and plans for future needs. Such on-going program revision is essential to maintain educational vitality, and the philosophy provides consistency for such planning.

The statement of philosophy also provides one important basis for forming judgments as to whether a school is in fact achieving its objectives. Throughout the self-evaluation process, all parts of the school program are examined to determine whether they are carried out in accordance with the stated philosophy and objectives.

1. The following questions are suggested as points of departure for the local staff in the development of its statement of philosophy.

- a) To what extent does the school identify the needs of the individual student as the foundation for all program development?
- b) To what extent does the staff see the unique characteristics of the total society and local community the school serves as crucial determinants in developing the program?
- c) What is the nature and scope of the staff's commitment to prepare students to assume their responsibilities in a free society?
- d) To what degree does the staff seek to prepare students to adapt to the changes required by a technological society?
- e) To what extent does the staff identify and accept responsibility for leading students to a fuller discovery of their potential, their needs, their strengths and weaknesses, their total humaneness?
- f) To what extent is the staff committed to the involvement of the community in the shaping of policy and the development of program?
- g) To what extent does the staff seek to utilize the human and physical resources of the community?
- h) To what extent is the school committed to the development of student-centered and resource-oriented learning?
- i) To what extent is the school committed to modification of instructional materials and techniques to personalize learning?
- j) To what extent is the school committed to alternatives, both within the school and within the community?
- k) To what extent is cooperation sought among staff, administration, and students in the management of the school, in the shaping of policy, in the development of program?
- l) Where does the staff stand on the continuum of control versus freedom as the dominant factor in establishing the learning atmosphere?
- m) To what extent is the staff committed to foster independent and self-initiated learning on the part of all students?

2. Attach a copy of the school's statement of philosophy.

C. Guiding Principles for a Statement of Objectives

Objectives should be an outgrowth of, and consistent with, the school's statement of philosophy. While a school's philosophy expresses the ideals and general goals of an institution, the statement of objectives provides more specific guidelines for the selection of programs to implement these aspirations. Objectives should be commitments expressed in practical terms. They should be attainable benchmarks for a school.

A precise set of objectives can provide assistance in the recognition of a school's educational priorities. Educational priorities are mirrored in the school's instructional program, in student activities, personnel policies, community relationships, and in resource allocation. The philosophy, objectives and priorities should be consistent with observable and desirable change taking place in students.

1. The Development of a Statement of Objectives

Objectives should partially redefine the school's philosophy into workable and attainable tasks. An objective may reflect the specific intent of a single course, or it may reflect the thrust of the entire school program. Objectives may be arranged in a number of ways, depending upon the statement of philosophy. One useful approach is to organize objectives within broad categories. For example:

a) The Development of Fundamental Skills

- 1) Students express themselves clearly orally and in writing.
- 2) Students accurately apply the basic arithmetic processes.
- 3) Students solve problems independently.
- 4)

b) Personal Growth and Development

- 1) Students develop a positive self-concept.
- 2) Students select an appropriate career.
- 3) Students' health habits demonstrate an appreciation of the value of good nutrition.
- 4)

c) The Social and Natural World

- 1) Students participate in the democratic process.
- 2) Students demonstrate an appreciation of ethnic differences.
- 3) Students identify the relationship between natural resources and population growth.
- 4)

2. Attach a copy of your school's statement of objectives.

D. Establishing Priorities

Certain objectives are of such overriding importance that they become a central commitment of all aspects of the educational program. Such commitments are called priorities. Each staff member should accept responsibility for attaining these priority objectives regardless of his specific professional assignment.

These priorities should be determined by a process of ranking or sorting in which the total staff participates.

The purpose of priority setting is to provide clarity and direction as the school implements its statement of objectives. Equal weight or resources cannot be assigned to each objective the school defines as desirable. Priorities do change over time, just as objectives do.

It is suggested that the objectives of the school be listed by the committee on philosophy, objectives and priorities, not by major categories in this case but in random order. The faculty and a representative selection of students and parents should respond to the list of objectives by circling the appropriate number in the first column to indicate the degree of acceptance of each objective. In a second column, they should circle the appropriate number to indicate the degree to which each objective is actually being implemented by the school. The sum of responses should be reported as a median score for each objective.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

List of Objectives	Degree of Acceptance	Degree of Implementation
(1)	1 2 3 4 5	1 2 3 4 5
(2)	1 2 3 4 5	1 2 3 4 5
(3) (Random Order)	1 2 3 4 5	1 2 3 4 5
(4)	1 2 3 4 5	1 2 3 4 5
(5)	1 2 3 4 5	1 2 3 4 5
(etc.)		

By the administration of the *Evaluative Criteria* the School, community and others will increase their understandings of the priorities to which the faculty is prepared to commit itself and the degree to which this commitment is currently being met. The result will describe whatever gaps exist between acceptance and implementation, thus providing a needs assessment for the school.

Attach here the Statement of Priorities.

II. Nature of the Program

- A. How were the statements of philosophy, objectives and priorities developed?
- B. What provisions have been made for keeping the school community (staff, students, parents, and other citizens) informed about the school's philosophy, objectives and priorities?
- C. In what ways do the statements of philosophy, objectives and priorities:
1. Reflect known characteristics of the school and the community?

2. Provide the basis for the decisions made pertaining to the educational program?

3. Provide a basis for vertical and horizontal articulation in the educational program?

4. Give attention to the role of the teacher in the educational process?

5. Give attention to the role of the student in the educational process?

6. Give attention to the role of the nonschool forces in the educational process?

7. Reflect an understanding of educational practices suggested by accepted learning theories?

A. Statements of Philosophy

1. Which parts of your school philosophy have had the greatest beneficial impact upon the educational process in your school?

2. Which parts of your school philosophy do you feel should be translated more fully into beneficial educational activities for your students?

B. Statement of Objectives

1. Which of the stated objectives have been attained most fully?

2. Which of the stated objectives are in greatest need of increased emphasis?

C. Statement of Priorities

1. Identify any gaps in your major educational commitments (areas to which the entire school should be giving high priority attention but which are being partially or totally neglected).

IV. Plans for Improvement

- A. What plans have been made for encouraging greater understanding of the statements of philosophy, objectives and priorities?

B. Describe the school's plans for the regular revision of its statements of philosophy, objectives and priorities.

C. What specific improvements are planned to upgrade the recognized areas of greatest need?

V. Current Status Scale

Everything that takes place in the school program should be in general agreement with the statements of philosophy objectives and priorities. The functional value of the statements comes from using them in evaluating programs, practices, policies, and attitudes which now exist or which are contemplated for the school.

On the rating scale below indicate with a check mark the extent to which the school effectively uses its statements of philosophy, objectives and priorities as compared to the optimum utilization of these statements.

Much Improvement Needed		Little or No Improvement Needed

This space below is provided for additional comments concerning the current status of the school's philosophy, objectives and priorities.

Design of Curriculum

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it. It should be noted that this section is especially related to Section Q, "Instructional Areas."

The committee should recognize that Sections N and O titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

Although space has been provided through the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

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Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

I. Principles

Introduction

The optimum development of the secondary school student requires a curriculum which is characterized by unity, balance, flexibility, and articulation with the educational units above and below it, within the school itself, and with the society in which the student lives. Based upon what is known about high school students, the curriculum design must also take into account their concerns and problems, individual differences, and their common needs as young adults and citizens in our society. Since learning experiences and programs may be organized in various ways, school personnel should examine alternative patterns they consider most appropriate, and continually evaluate their effectiveness.

Listed below are a number of principles regarding curriculum design which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each

principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with your stated philosophy, objectives and priorities principles may be modified and added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

The design of the curriculum:

	Degree of Acceptance					Degree of Implementation				
1. Is based upon realistic objectives specifically designed for the school and community it serves	1	2	3	4	5	1	2	3	4	5
2. Is based upon an assessment of student characteristics which affect the attainment of the school's goals and objectives	1	2	3	4	5	1	2	3	4	5
3. Is characterized by unity: all parts contribute to the achievement of the school's goals and objectives	1	2	3	4	5	1	2	3	4	5
4. Is characterized by balance: emphasis given to any instructional area or program element is proportionate to its importance in the achievement of the school's objectives.	1	2	3	4	5	1	2	3	4	5
5. Is characterized by articulation: learning for students is free from gaps and unnecessary repetition:										
a. within instructional areas	1	2	3	4	5	1	2	3	4	5
b. between instructional areas	1	2	3	4	5	1	2	3	4	5
c. between the school and its feeder schools	1	2	3	4	5	1	2	3	4	5
d. between the school and post-high school education	1	2	3	4	5	1	2	3	4	5
e. between the school and the work world	1	2	3	4	5	1	2	3	4	5
6. Is characterized by flexibility:										
a. provides for individual differences among students	1	2	3	4	5	1	2	3	4	5
b. provides for program changes as students, parents, teachers and other staff members see the need	1	2	3	4	5	1	2	3	4	5

	Degree of Acceptance					Degree of Implementation				
7. Provides for the common needs of students	1	2	3	4	5	1	2	3	4	5
8. Recognizes that learning styles of individual students can and do differ markedly, that no one school can be best for all students, and therefore provides alternative programs either within or without its own organizational structure	1	2	3	4	5	1	2	3	4	5
9. Affords students an opportunity to identify, examine and cope with current problems and issues of concern to them and to society in general	1	2	3	4	5	1	2	3	4	5
10. Provides students with learning opportunities which foster the skills and attitudes necessary for self-directed learning and entrance into the job market.	1	2	3	4	5	1	2	3	4	5
11. Provides for the special characteristics of the exceptional child (i.e., the gifted and the handicapped).	1	2	3	4	5	1	2	3	4	5
12. Recognizes the student activities program as an extension of the formal curriculum	1	2	3	4	5	1	2	3	4	5
13. Provides a system for continuous evaluation of the curriculum	1	2	3	4	5	1	2	3	4	5
14. Provides a system for continuous evaluation of instruction	1	2	3	4	5	1	2	3	4	5
15. Accommodates experimentation with new materials, procedures and programs	1	2	3	4	5	1	2	3	4	5
16. Uses local and other research findings as a basis for making curricular and instructional decisions	1	2	3	4	5	1	2	3	4	5
17. Others										

II. Nature of the Program

Following are a number of items regarding the overall design of the curriculum. Respond to each item and supply the supporting data specified.

- A. Submit copies of the school's program of studies and schedule.
- B. Explain the organization of the curriculum (e.g., required courses, prerequisites, procedures for awarding credit, interdisciplinary articulation, etc.).

C. Indicate the requirements for graduation.

D. In what ways are the needs of individual students as indicated in Section N assessed, and how does the design of the curriculum provide for these differing needs?

E. What procedures are used to guide students in selecting those portions of the curriculum most suited to their needs?

F. Explain how the staff is organized for instruction (e.g., departments, divisions, interdisciplinary teams, school within a school, etc.).

G. What are the school's curriculum development procedures, and how are its various constituent elements—teachers, administrators, supervisors, guidance personnel, media specialists, students, parents, consultants—involved in the process?

H. Describe the extent to which time, facilities, and financial support are provided for experimentation, innovation and evaluation in the development of the curriculum.

- I. What efforts are made to maintain a balance in the curriculum among programs designed for students' varying abilities and future goals; and between learning experiences of an academic nature and those which are practical or co-curricular?
- J. Describe any provisions which have been made, either within the school or external to the school, for alternative programs for those students whose interests or learning styles make the school's regular program unprofitable for them.
- K. What efforts are made to insure that the curriculum design provides adequate opportunity for students to gain experience in dealing with current problems and issues in our society (e.g., racism, minority rights, environmental protection, the role of government, drug abuse, etc.).

L. In what ways does the curriculum aid students in identifying and preparing for post-high school goals?

M. How are follow-up studies and research data used in curriculum development?

N. Comments (Add any other comments concerning the design and development of the curriculum):

III. Evaluation

A. Describe ways in which the design of the curriculum is consistent with the school's philosophy, objectives and priorities.

B. What procedures have been developed to carry on a continuous evaluation of the effectiveness of the curriculum design?

C. What are considered to be the special strengths of the curriculum? Cite evidence to support its effectiveness in these areas.

D. Identify those areas of the curriculum design which are in the greatest need of improvement. Cite evidence to support these needs.

E. If the school has been involved in major curriculum evaluation efforts during the past three years other than those noted above, please report them here and describe them briefly.

F. In what specific respects has the organization of the curriculum been improved within the last three years? Why were these changes made?

IV. Plans for Improvement

A. What major local, state and national programs of curriculum development possess relevance for your school in the near future? Why?

B. Considering discernible trends in the local community, the larger society, and educational research findings, what changes in the overall design of the curriculum seem to be indicated for the intermediate-range future (3-5 years)? the long-range future (5+ years)?

V. Current Status Scale

Indicate with a check mark on the scale below the present status of the school's curriculum design compared to an optimum curriculum design in light of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the design of the school's curriculum.



Instructional Areas

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

This section is to be completed by a committee of teachers for each instructional area (science, art, physical education, etc.).

NAME OF SUBJECT AREA _____

This section is designed to be used for all instructional areas. Each committee should react to the items as they apply to the respective instructional areas. If an item does not apply to a certain area, it should be so noted. Notes or qualifications that explain the responses or make more complete the description of the practices in the given area should be written in the proper spaces.

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it. It should be noted that this

section is especially related to Section P, "Design of Curriculum."

The committee should recognize that Sections N and O titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

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- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Services" includes such services as guidance, health, education services for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
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This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

I. Principles

Introduction

The instructional areas include all the courses of instruction that maintain and extend knowledge, attitudes, values, and skills and that initiate new learning experiences.

Listed below are a number of specific principles regarding the areas of learning to which faculty, parents and students should address themselves. This introduction part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle

the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary in order to be consistent with the stated philosophy, objectives and priorities specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in General
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

The content and learning activities in this instructional area:

	Degree of Acceptance					Degree of Implementation				
1. Are based on the philosophy, objectives and priorities of the school	1	2	3	4	5	1	2	3	4	5
2. Are based on an assessment of student characteristics which affect the attainment of the objectives for this instructional area.	1	2	3	4	5	1	2	3	4	5
3. Provide students with an opportunity to become increasingly responsible for their own learning program	1	2	3	4	5	1	2	3	4	5
4. Develop the basic skills and concepts which make up the core of this instructional area	1	2	3	4	5	1	2	3	4	5
5. Contribute to a balanced program of general education for each student	1	2	3	4	5	1	2	3	4	5
6. Provide for individual differences among students	1	2	3	4	5	1	2	3	4	5
7. Provide opportunities to discover and develop areas of interest and ability	1	2	3	4	5	1	2	3	4	5
8. Afford students an opportunity to identify, examine and learn to cope with current problems and issues in society	1	2	3	4	5	1	2	3	4	5
9. Are flexible enough to meet the changing needs of students	1	2	3	4	5	1	2	3	4	5
10. Provide for evaluation of student achievement in accordance with each individual's aptitudes and abilities	1	2	3	4	5	1	2	3	4	5
11. Are analyzed continually to determine why some students do not succeed in some areas	1	2	3	4	5	1	2	3	4	5
12. Are systematically evaluated and updated on a regular basis	1	2	3	4	5	1	2	3	4	5
13. Are supported by teachers' participation in appropriate updating programs	1	2	3	4	5	1	2	3	4	5
14. Others										

II. Nature of the Program

Respond to each item and supply appropriate data.

- A. List and describe briefly the course offerings in this instructional area and indicate those courses which are required or have prerequisites.

- B. State the general objectives for this instructional area and indicate how well each of these objectives is being achieved.

- C. In what ways are students provided an opportunity to assume responsibility in planning, carrying out and evaluating their own learning?

D. In what ways are students aided in dealing with current issues and problems in our society which are appropriate to this instructional area?

E. In what ways are opportunities provided for each student enrolled in this instructional area to identify and pursue interests and special talents?

F. What provisions are made for students who have difficulty in achieving in this area? Illustrate.

G. What provisions are made for students who show high ability and interest in this area? Illustrate.

H. What evidence is there that students are progressing in the content and skills appropriate to this instructional area?

I. Do teachers use the results of evaluations as an index of their teaching effectiveness and do they make adjustments in teaching methods and materials accordingly? Give examples.

J. How do teachers work together in planning for the coordination of learning activities both within this instructional area and with other areas?

K. What in-service activities exist for staff in this instructional area?

L. Describe any use made of community resources (human and material) in this instructional area.

M. Discuss the adequacy or inadequacy of the materials, equipment and facilities in this area?

N. What is done in this instructional area to promote and contribute to:

1. Intellectual development?

2. Responsible citizenship?

3. Positive self-concepts?

4. Social development?

5. Physical development?

O. Comments (Add any other comments about this instructional area).

III. Evaluation

- A. Give examples to indicate that the content and instruction in this area are consistent with the school's stated philosophy, objectives and priorities.
- B. What improvements in the instructional program in this area have been completed within the last three years? Why were they made?
- C. What are considered to be strengths of the instruction in this area? Cite evidence, if available.

D. Identify those aspects of content or instruction in this area which are in greatest need of strengthening. Cite evidence, if available.

E. What procedures and practices are used in the continual evaluation of the content and instruction in this area?

IV. Plans and Recommendations for Improvement

A. What are the priorities for improvements that are believed to be necessary in order to make this area as valuable as possible for the students of your school? Indicate those which are deemed achievable either immediately or in the near future (1-3 years). Indicate also those which require long-range planning or seem unattainable.

V. Current Status Scale

On the scale below indicate with a check mark the present status of this area as compared to an optimum program in terms of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the educational program in this instructional area.

Individual Faculty Data

NAME _____

SCHOOL _____

DATE _____

This section is to be completed by each member of the professional staff. The data called for serve two purposes: first, to assist each staff member to make a considered examination of his present status as a professional person; second, to provide a summary of information useful in viewing the staff of the school as a whole. Here, as in other sections, the staff member is encouraged to modify any item to make it more acceptable or understandable and also to feel free to provide any additional information that he feels will be helpful.

Each staff member should keep a file of official documents related to his preparation and experiences.

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More detailed information may be found in the Manual, Section M.

I. Principles

(These principles are offered for your acceptance, rejection or modification. Please feel free to make changes.)

A competent teaching staff is essential for a good high school. The staff is a cooperating group of individually capable persons devoted to common educational purposes and motivated by a desire to develop the philosophy and to work to attain the clearly formulated objectives and priorities of the school. Staff members should possess qualities of preparation, experience and attitude that contribute to effective learning. The number

of staff members is adequate for the educational program, the school enrollment and the special needs of the children. The total working load is such that maximum efficiency in service is assured. Salaries are maintained at a level sufficient to ensure a standard of living comparable with social demands on the profession and to avoid the necessity for securing supplementary income.

Comment if desired.

Individual Faculty Data and Opinions

1. Name of faculty member _____
2. Teaching or other assignment _____
3. College and university preparation

Institution	Years Attended	Degree	Area of Specialization

4. Certificate(s) or endorsement(s) currently held (type and levels covered)

5. Summary of experience

Position and School	Dates of Service

6. Describe participation in inservice programs within the past five (5) years.

7. Describe professional affiliations and activities.

8. Describe any significant nonschool experience.

9. Describe special interests, talents and hobbies.

10. As an individual faculty member, what is your personal perception of this school, its role and its effectiveness? Describe factors which you believe either foster or inhibit school improvement.

School Staff and Administration

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

This section comprises three subsections: Administration, Instructional Staff, and Auxiliary Staff.

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

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Administration

Throughout this section the following definitions shall apply.

Central office staff refers to any or all of the following: the superintendent, assistant superintendent(s), directors, supervisors, coordinators and similar district personnel.

Administrative staff of the school refers to any or all of

the following: the principal, assistant principal(s), deans and similar school personnel.

The *administrative staff* refers to a combination of the *central office staff* and the *administrative staff of the school*.

I. Principles

Introduction

The primary responsibility of the administration is to organize, supervise and manage the total school program in a manner consistent with the school's stated philosophy, objectives and priorities. Every condition of management and organization in a school is worthwhile to the extent that it is beneficial to teaching and learning and contributes to the society and community it serves. Correlating instruction, activities and services into an effective educational program requires talented and forward-looking leadership.

Listed below are a number of principles regarding administration which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms

of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with your stated philosophy, objectives and priorities, principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principle and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

	Degree of Acceptance					Degree of Implementation				
1. The school staff and administration operate to implement the philosophy, objectives and priorities of the school	1	2	3	4	5	1	2	3	4	5
2. The governing board functions as the policy making body for the school system	1	2	3	4	5	1	2	3	4	5
3. The governing board has written comprehensive rules for determining its policies, organization, and procedures	1	2	3	4	5	1	2	3	4	5
4. The governing board clearly communicates to the administration, staff, students and community its policies and procedures	1	2	3	4	5	1	2	3	4	5
5. The governing board provides leadership for the acquisition of facilities and equipment, and for time, funds, and leadership personnel necessary for implementing a desirable education program	1	2	3	4	5	1	2	3	4	5
6. Full responsibility for the administration of the overall educational program is vested in the administrative head of the school district who serves as administrator for, and executive officer of, the governing board of the district	1	2	3	4	5	1	2	3	4	5

	Degree of Acceptance					Degree of Implementation				
7. The central office staff regularly conducts research concerning educational problems and uses the results in planning educational programs	1	2	3	4	5	1	2	3	4	5
8. The school district assists and encourages all administrators to participate in professional activities on local, state, regional and national levels	1	2	3	4	5	1	2	3	4	5
9. The primary responsibility of the principal is to provide leadership for the total school program	1	2	3	4	5	1	2	3	4	5
10. The administrative staff of the school through cooperative action with the central office staff is responsible for providing leadership which encourages, implements and evaluates innovation and reasonable experimentation.	1	2	3	4	5	1	2	3	4	5
11. In districts with more than one school there exists an effective delegation of authority to school principals and a team relationship between superintendent and principal	1	2	3	4	5	1	2	3	4	5
12. The principal provides leadership in the supervision and improvement of instruction based on the assessed needs of the students.	1	2	3	4	5	1	2	3	4	5
13. The principal effectively utilizes staff members to provide an optimum educational program	1	2	3	4	5	1	2	3	4	5
14. The principal delegates duties and authority in providing leadership in the school	1	2	3	4	5	1	2	3	4	5
15. The principal coordinates efforts to establish and maintain good community relations	1	2	3	4	5	1	2	3	4	5
16. The principal keeps himself well informed of educational developments	1	2	3	4	5	1	2	3	4	5
17. The principal provides for staff development based on individual needs	1	2	3	4	5	1	2	3	4	5
18. The principal coordinates efforts to obtain maximum utilization of existing facilities, equipment, staff time and materials	1	2	3	4	5	1	2	3	4	5
19. The principal participates actively in the recruitment, selection, assignment and evaluation of school staff	1	2	3	4	5	1	2	3	4	5
20. Others										

II. Nature of the Program

A. School Staff

STAFF	NUMBER OF STAFF MEMBERS		Total Full Time Equivalent
	Full Time	Part Time	
1. Administrator(s)			
2. Supervisor(s)			
3. Classroom teachers			
4. Guidance counselor(s)			
5. Educational media personnel			
6. Health Service personnel			
7. Specialists and consultants			
8. Food services personnel			
9. Secretaries and clerks			
10. Custodial & maintenance personnel			
11. Paraprofessionals			
12. Transportation personnel			
13. Other			
Total			

- B. List and describe briefly the responsibilities of regularly assigned members of the school staff who are assigned some administrative duties.

- C. How is the administrative staff of the school organized and oriented to meet the administrative needs of the school as expressed in the philosophy, objectives and priorities? Is the administrative staff sufficient in number to meet these needs? If the answer is no, describe needed services.

- D. Explain or describe the functional relationship among the principal of the school, the superintendent and the governing board.

- E. Describe how the administrative staff fulfills its responsibilities for:

1. Staff supervision and evaluation.

2. Leadership in program development.

3. Decision making processes (involving all concerned).

4. Community relations.

5. School organization.

F. How does the administrative staff encourage the professional growth of the teachers and help them develop a high degree of competency? Include opportunities for teachers for ~~in~~ervisitation and attendance at workshops and conferences.

G. How does the administrative staff of the school encourage faculty members to seek ways of promoting the human worth and dignity of the individual?

H. In what ways does the administrative staff of the school: (a) encourage faculty members to develop tolerance and understanding of the varied behavior of students, (b) develop flexibility in attitudes toward change, and (c) accept behavior of colleagues which differs from their own?

I. How does the administrative staff of the school promote good citizenship?

J. How does the administrative staff of the school work with school-community organizations to improve the service the school renders to students?

K. Describe how the administrative staff of the school works with the central office staff in curriculum planning and development.

L. Describe the professional involvement of the administrative staff in the following areas:

1. Participation in in-service educational activities.

2. Attendance at workshops.

3. Participation in professional organizations.

4. Additional study.

M. Comments (Add any other comments concerning the nature of the school staff and administration):

III. Evaluation

- A. To what extent are the policies and procedures of the administrative staff of the school consistent with the philosophy, objectives and priorities of the school? Explain.
- B. How effective are the operational procedures of the administrative staff in meeting the needs of the school? Cite examples to support your response.
- C. To what extent is the administrative staff of the school identifying and solving problems related to the total educational program?
- D. In what areas is the administrative staff of the school most effective?

E. Identify those areas where the effectiveness of the administrative staff of the school needs strengthening.

F. What procedures and practices are used in the continuous evaluation of the administrative process?

G. Is the administrative staff evaluated in light of the philosophy, objectives and priorities of the school? Explain.

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the administrative staff of the school.

B. List below the long-range plans for improving the effectiveness of the administrative staff of the school.

C. What other improvements are necessary in order to make the administration of this school optimally efficient and effective? If any of these desirable changes seem unattainable by your school, give specific reasons why.

V. Current Status Scale

On the scale below indicate with a check mark the present efficiency and effectiveness of the administrative staff of the school as compared to an optimum situation in light of the school's stated philosophy, objectives and priorities.

Much Improvement Needed			Little or No Improvement Needed

Add any other comments concerning the current status of the school staff and administration.

INSTRUCTIONAL STAFF

I. Principles

Introduction

Instructional staff are the professional members of the school such as the teachers and department heads. A competent staff is essential to a sound educational program. The instructional staff, functioning as a unit, operates to implement the stated philosophy, objectives and priorities of the school program. Staff members have preparation, experience and attitudes that enable them to conduct activities that provide meaningful learning activities for students.

Listed below are a number of principles regarding the instructional staff which are generally held to be valid and to which the total school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms

of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with the stated philosophy, objectives and priorities, principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbered columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

Principles	Degree of Acceptance					Degree of Implementation				
	1	2	3	4	5	1	2	3	4	5
1. The instructional staff operates to implement the philosophy, objectives and priorities of the school										
2. Each member of the instructional staff fosters a teacher-learning situation to meet the needs of the individual students										
3. Each member of the instructional staff evaluates his/her performance in terms of individual student growth										
4. The ratio of the instructional staff to pupils is adequate to provide meaningful learning experiences										
5. Members of the instructional staff maintain adequate preparation in their field of specialization										
6. Members of the instructional staff have a general knowledge of the nature and needs of adolescents and young adults										
7. The instructional staff works for self-improvement through appropriate activities										
8. Members of the instructional staff show a willingness to develop and participate in innovative programs designed to improve instruction										
9. Members of the instructional staff cooperate freely in curriculum development designed to improve the learning activities of students										
10. The instructional staff works to humanize the school program										
11. Others										

II. Nature of the Program

A. Experience distribution of instructional staff:

STAFF	YEARS OF EXPERIENCE			
	0-1	2-5	6-15	Over 15
Men				
Women				
Total				

B. Age distribution of instructional staff:

STAFF	AGE BRACKET										
	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	Over 65	Total
Men											
Women											
Total											

C. Academic preparation of professional staff:

STAFF	No Degree	B.S. or A.B.	A.B. plus 40 Sem. Hrs. (no M.A.)	M.A.	Ed.S. or 6th yr.	Ph.D. Ed.D.
Men						
Women						
Total						

D. Professional preparation of faculty:

1. Number holding only an emergency certificate _____
2. Number holding a secondary school certificate _____
3. Other (specify) _____

E. Respond to the following items and supply supporting evidence where it is requested or is valuable in explaining statements:

1. What is done to encourage the instructional staff to accomplish its responsibilities in line with the stated philosophy, objectives and priorities?
2. What consideration is given to training, performance, and competency in selecting a school staff?
3. In what ways are instructional staff members encouraged to improve professional competencies?
4. How are the competencies of the instructional staff utilized to their fullest potential within the existing instructional staff/student ratio?

5. What recognition other than the contractual salary is given to the instructional staff for the successful fulfillment of their duties and responsibilities?

6. Cite evidence which indicates the extent of recent professional growth within the instructional staff.

7. Indicate the percent of turnover in the instructional staff for each of the last three years. Discuss the reasons for this turnover.

F. Comments (Add any other comments concerning the nature of the instructional staff):

III. Evaluation

A. To what extent are the individual and collective goals of the instructional staff consistent with the philosophy objectives and priorities of the school? Explain.

B. To what extent is the instructional staff involved in the identification of problems related to the instructional program of the school and seeking their solution? Explain.

C. What are the areas of special strength of the instructional staff?

D. Is the instructional staff evaluated on the basis of the school's philosophy, objectives and priorities? Explain.

E. Identify those areas in greatest need of strengthening in the instructional staff.

F. How would you rate the instructional staff morale? Give substantiating evidence.

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the instructional staff.

B. List below the long-range plans for improving the effectiveness of the instructional staff of the school.

C. What other improvements are necessary in order to make the instruction optimal for this school? If any of these desirable changes seems unattainable by your school, give specific reasons why.

V. Current Status Scale

On the scale below indicate with a check mark the present efficiency and effectiveness of the instructional staff of the school as compared to an optimum situation in light of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add any other comments concerning the current status of the instructional staff.

THE AUXILIARY STAFF

(The auxiliary staff includes clerical, custodial, health, cafeteria and similar workers.)

I. Principles

Introduction

The members of the auxiliary staff make contributions to the total school program consistent with the philosophy, objectives and priorities of the school. Auxiliary staff members have experience, preparation and attitudes that are commensurate with their assignments.

Listed below are a number of principles regarding the auxiliary staff which are generally held to be valid and to which the total school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which the principle is implemented in the school. Where necessary, in order to be consistent with your stated philosophy, objectives and priorities, principles may be modified and others added.

The description of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

	Degree of Acceptance					Degree of Implementation				
	1	2	3	4	5	1	2	3	4	5
1. The principal is the administrative supervisor of the auxiliary staff										
2. The instructional program functions best in a building that is properly maintained										
3. The role of each auxiliary member supports the educational program										
4. Recruiting, assignment, developing and retaining a well-qualified auxiliary staff is essential to the successful operation of the school										
5. Career advancement is made available to auxiliary personnel through staff development opportunities										
6. Competent clerical services contribute to efficient school operation										
7. Paraprofessionals are utilized to extend the services of the professional staff										
8. Others										

II. Nature of the Program

Following are a number of items regarding the auxiliary staff. Respond to each and provide supporting data where requested.

- A. List and describe briefly the responsibilities of regularly assigned members of the auxiliary staff.
- B. How is the auxiliary staff organized and assigned to meet the needs of the school as expressed in the philosophy, objectives and priorities of the school? Is the auxiliary staff sufficient in number to meet these needs? If not, describe the needed services.
- C. Does the school district have an in-service training program, and are the employees encouraged to participate? Explain.

D. Does the district have a recruitment and selection program for the auxiliary staff? Describe.

E. What methods are provided by the district for evaluation and promotion of its auxiliary staff?

F. How does the school develop good communications among administrators, teachers, students and the auxiliary staff?

G. What provisions are made for retaining qualified and efficient members of the auxiliary staff?

H. Comments (Add any comments concerning the nature of the auxiliary staff):

III. Evaluation

A. How effective are the operational procedures of the auxiliary staff in meeting the needs of the school?

B. What improvements in the auxiliary services have been completed within the last three years?

C. What are the areas of special strength in the auxiliary services?

D. Identify those areas of the auxiliary services which are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the auxiliary services?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the auxiliary staff of the school.

B. List below the long-range plans for improving the effectiveness of the auxiliary staff of the school.

V. Current Status Scale

On the scale below indicate with a check mark the present efficiency and effectiveness of the auxiliary staff of the school as compared to an optimum situation in light of the schools' stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add any other comments concerning the current status of the auxiliary staff.

Learning Media Services

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

Learning Media Services are the logical outgrowth of library and audiovisual services in today's high school. Operating under unified central administration and supervision, and frequently (though not necessarily) in a common location, these services are an integral component of all educational activities in the school. They not only provide materials, services and equipment, but also assist in the production, organization, effective use and evaluation of materials and techniques in the learning process.

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that Sections N and O

titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

Organization of the Criteria

The *Senior High School Evaluative Criteria* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Services" includes such services as guidance, health, education services for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans For Improvement
- V. Current Status Scale

This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

I Principles

Introduction

The teacher uses all of the resources at his command, both in and out of the classroom, to guide individual students in learning. Educational and technological advancements help teachers as they attempt to make learning more meaningful to the student.

Three categories of facilities are recognized today as essential to fulfill the functions of the media center.

1. Learning facilities—in which the students, individually or as a group, are brought together with media for the purpose of learning.
2. Facilities for storage and access—in which media in various forms are catalogued, stored and made accessible for learning students.
3. Production and supporting facilities—in which media in a variety of forms are produced to meet particular learning requirements and where teaching staff and students receive instruction, assistance and support in the effective use and production of media.

Physical location of Learning Media Services depends largely upon several factors, among them design and size of the school plant and philosophy of the school. In some schools, particularly smaller ones, the central media center may be most desirable and efficient. In others, a central center and satellite resource centers in major departments may be more effective. The manner in which learning media services are administered and their close relationship to the philosophy, objectives and priorities of the school are the key factors.

Listed below are a number of principles regarding

learning media services which are generally held to be valid and to which the school community should address itself. This introduction part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

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Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

	Degree of Acceptance	Degree of Implementation
1. The learning media center is easily accessible and open at such time as will encourage optimum use of the materials and equipment by students and staff	1 2 3 4 5	1 2 3 4 5
2. The quantity and quality of the materials and equipment are directly related to the objectives of the educational program	1 2 3 4 5	1 2 3 4 5
3. The learning media center is arranged in such a way that diverse activities can be carried on simultaneously.	1 2 3 4 5	1 2 3 4 5
4. As teaching aids and equipment are developed, students and teachers along with the center staff, evaluate them as potential additions to the learning media center	1 2 3 4 5	1 2 3 4 5
5. Materials and equipment for the learning media center are selected on the basis of their contribution to the overall school program	1 2 3 4 5	1 2 3 4 5
6. Teachers and students are given orientation and training in the use of materials and equipment in the learning media center	1 2 3 4 5	1 2 3 4 5

	Degree of Acceptance					Degree of Implementation				
7. Sufficient financial provision is made for the continuous development of the learning media center and services	1	2	3	4	5	1	2	3	4	5
8. The learning media staff, both professional and nonprofessional, is adequate to provide effective service to the students and faculty	1	2	3	4	5	1	2	3	4	5
9. The learning media staff includes persons who are skilled in the preparation, maintenance and repair of materials and equipment	1	2	3	4	5	1	2	3	4	5
10. The professional members of the learning media staff have specialized preparation in the organization and administration of library and audio-visual services	1	2	3	4	5	1	2	3	4	5
11. The professional members of the learning media staff are an integral part of the regular faculty	1	2	3	4	5	1	2	3	4	5
12. Students are actively involved in the operations of the media center	1	2	3	4	5	1	2	3	4	5
13. Others										

II. Nature of the Program

A. In the table below, fill in those blanks that are applicable to the learning media staff of your school.

STAFF	FULL TIME	PART TIME	
	Number	Number	Total Hours per week
Professional			
Nonprofessional			
Students			

B. What are the duties and responsibilities of the person who coordinates learning media services?

C. Identify the job title and responsibilities of all other professional and nonprofessional members of the media staff.

D. Do both the professional and nonprofessional members of the learning media staff have special training in their areas of responsibility? Specify the extent and recency of the special training.

E. Give evidence that the learning media center has adequate space, equipment, materials and budget in relation to the philosophy, objectives and priorities of the school, the curriculum and the total student population. If there are inadequacies, indicate below the areas of greatest or most immediate need:

1. Space (such as areas for reading, viewing, listening, instructing, individual studying, shelving, storing, processing and production of materials, and offices for personnel).

2. Equipment (such as projectors—motion picture, overhead, opaque, slide, and filmstrip—screens, tape recorders, TV sets, record players, radios, copy machines, study carrels, and materials production tools).
3. Materials (such as books, magazines, newspapers, films, filmstrips, film loops, slides, tapes, records, transparencies, pictures, charts, maps, globes, paperbacks, community resource file, programed instruction materials, and special materials for the professional library).
4. Budget (adequate to fulfill requests of students and staff, provide normal replacement and improvement, provide for innovation, and meet accrediting agency standards).

F. What records are kept to indicate the use of the equipment and materials in the learning media center? What patterns or trends do utilization records show for the last school year that will affect planning?

G. Is there a planned program of public relations aimed at students, staff, and community to develop greater utilization of media services? Give details.

H. Is the learning media center open to students and teachers at other than regular school hours? Explain. Is the media center open to the community during non-school hours, either as part of community education programs or informally? Explain.

I. Discuss the policy for selection of new equipment and materials, including those involved in the process (e.g., staff? students? community?)

J. How are worn-out or obsolete equipment and materials replaced and by whom are replacement decisions made?

K. Does a program exist to recruit, train and utilize student and/or community assistants in the media services? Explain.

L. What provisions are made to use resources available from the community, larger service units and commercial agencies to supplement the services of the learning media center?

M. Describe the extent to which professional, subject area, occupational, or other resource centers are provided, whether in the central media center or in various locations in the school or in the community.

N. How is the budget for learning media services formulated? What has the total budget been for each of the last three years? What is the projection for next year?

III. Evaluation

- A. Cite evidence that the learning media services available are consistent with the school's stated philosophy, objectives and priorities.
- B. What is the evidence that the school district places a reasonably high priority on learning media services?
- C. What improvements in the learning media services have been completed within the last three years?
- D. What are the areas of special strength in the learning media services?

E. Identify those areas of the learning media services which are in greatest need of strengthening.

F. What procedures and practices are used in the continuous evaluation of the learning media services?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range improvements planned for the learning media services.

B. List below the long-range improvements that are planned for the learning media services.

- C. What other improvements are necessary in order to provide optimum learning media services? If any of these desirable changes seem unattainable by your school, give specific reasons why.

V. Current Status Scale

On the scale below, indicate with a check mark the present status of the learning media services as compared to optimum services in light of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the school's learning media services.

Student Personnel Services

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

Student personnel services include all those services which the school makes available to students that are non-instructional and non-administrative in nature. Although non-instructional and non-administrative, these services do contribute to solutions of the academic, personal, social, physical and occupational problems of students.

In this section, special emphasis is given to guidance services, health services, services for exceptional students, food services and transportation services. The committee given responsibility for evaluating this section will find it beneficial to include representatives from each of the areas mentioned. It is further suggested that the committee become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that Sections N and O titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

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Organization of the Criteria

The *Senior High School Evaluative Criteria* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

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The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans For Improvement
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This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

GUIDANCE SERVICES

I. Principles

Introduction

The complexity, multiplicity and depth of the personal, social, emotional and physical problems that high school students face make it necessary for adults to work closely with them. School leadership in this important phase of the student's education should come from the student personnel staff.

Listed below are a number of principles regarding student services which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with the school's stated philosophy, objectives and priorities, principles may be modified or others added.

The descriptions of the numbers listed below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles—Guidance Services

	Degree of Acceptance	Degree of Implementation
1. Guidance services encompass specified activities which provide a means whereby counselors, parents, teachers and school administrators may assist the students in gaining self-realization	1 2 3 4 5	1 2 3 4 5
2. The relationships between guidance personnel and instructional and administrative staffs are clear	1 2 3 4 5	1 2 3 4 5
3. The guidance staff has a sufficient diversity of background, training, and interests to serve the varied needs of all students	1 2 3 4 5	1 2 3 4 5
4. Guidance personnel make maximum use of their time and effort in order to provide needed services to students	1 2 3 4 5	1 2 3 4 5
5. Guidance personnel aid the teachers in helping students with learning problems	1 2 3 4 5	1 2 3 4 5
6. Student personnel records are adequate and accurate	1 2 3 4 5	1 2 3 4 5
7. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use	1 2 3 4 5	1 2 3 4 5
8. Adequate provision is made for the interpretation of essential information to instructional staff, pupils, parents and administrators	1 2 3 4 5	1 2 3 4 5
9. Provision is made for effective use of the services of counselors, school nurses, social workers, specialists on the education of exceptional students and other professional personnel.	1 2 3 4 5	1 2 3 4 5
10. The guidance department conducts follow-up studies of high school graduates	1 2 3 4 5	1 2 3 4 5
11. The guidance department provides occupational information and placement services	1 2 3 4 5	1 2 3 4 5
12. Others		

II. Nature of the Program

A. What are the major objectives of the guidance program?

B. How are the guidance services organized and administered?

C. What preparation, experience and personal qualifications are represented by the guidance staff?

D. Describe the major task of a counselor and indicate the time allotted for each task.

E. Indicate the number of students assigned to each counselor and the basis of assignment.

F. Describe the guidance facilities and discuss their adequacy.

G. What resources and specialists within the school and community are available for use in guidance service activities?

H. How is specialized counseling and testing coordinated between community agencies and the school staff?

I. How and by whom is student information from previous schools used?

J. What provisions are made for interpretation of the test results to pupils, parents, instructional staff and administration?

K. How extensively is information from student records used by (be explicit):

1. Guidance services

2. Instructional staff

3. School administration

4. Others (list)

L. How are the student records of the guidance services prepared, organized, filed and protected, particularly in terms of confidentiality?

M. How are students grouped for instruction, and what are the specific criteria for such grouping?

N. In what ways are the guidance personnel involved in grouping and scheduling?

O. What group counseling and guidance procedures are used?

P. What in-service education programs are carried on to keep teaching staff and all Student Personnel Services abreast of new techniques and developments in guidance services?

Q. In counseling students in this school are there specific problems which tend to reappear consistently? If so, indicate below the nature of the problem(s), corrective measures tried and the effectiveness of the corrective measures.

R. Describe the nature and extent of any work experience program.

S. What steps are taken to provide direction and counseling to all students in making occupational and educational choices?

T. Describe procedures in the identification of available job opportunities and process employed to utilize job opportunities.

U. What information is gathered about students who leave school?

V. Describe the program of follow-up studies of school graduates.

W. Comments (Add any other comments concerning the nature of the school's guidance services):

III. Evaluation

A. Cite evidence that the guidance services are consistent with the school's stated philosophy, objectives and priorities.

B. What improvements in the guidance services have been completed within the last three years?

C. What are the areas of special strength in the guidance services?

D. Identify those areas of the guidance services that are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the services?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range improvements for the guidance services.

B. List below the long-range improvements planned for the guidance services.

C. What other improvements do you feel would be necessary in order to make the guidance services optimum for this school? If any of these desirable changes seem unattainable by your school, explain why.

V. Current Status Scale

On the scale below, please indicate with a check mark the present status of the guidance services as compared to optimum guidance services in terms of the schools' stated philosophy, objectives and priorities.

☐	☐	☐
Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the school's learning media services.

HEALTH SERVICES

I. Principles

Introduction

School health services include a variety of activities designed to assist in protecting or improving student health. They also secure the information needed to assist the school in adapting programs to the mental and physical needs and abilities of early adolescents. The program of school health services should be concerned with all aspects of health—physical, mental, emotional and social. It should be closely related to the guidance services.

Listed below are a number of principles regarding school health services which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally

accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with the school's stated philosophy, objectives and priorities, principles may be modified or others added.

The description of the numbers listed below apply to the numbers in the columns to the right of the principle and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles—Health Services

	Degree of Acceptance					Degree of Implementation				
1. Health services seek to establish a safe and healthful school environment	1	2	3	4	5	1	2	3	4	5
2. Health services are so coordinated to provide continuous aid to the growth and development of students and to the protection and improvement of their health	1	2	3	4	5	1	2	3	4	5
3. All staff members are encouraged to regard the school health program as a cooperative undertaking designed to help students understand and develop healthful living habits	1	2	3	4	5	1	2	3	4	5
4. All students and teachers are informed regarding the procedures they should follow in case of injury or illness	1	2	3	4	5	1	2	3	4	5
5. First aid supplies are conveniently available	1	2	3	4	5	1	2	3	4	5
6. Parents are informed and other necessary actions taken when a student is seriously injured or ill	1	2	3	4	5	1	2	3	4	5
7. Students are referred to the family doctor or dentist for follow-up services after periodic screening tests	1	2	3	4	5	1	2	3	4	5
8. Rehabilitation services are obtained when appropriate and possible	1	2	3	4	5	1	2	3	4	5
9. Provision is made for the exchange of essential information among community health sources, students, parents and appropriate school personnel	1	2	3	4	5	1	2	3	4	5
10. Regular reports are made to the principal regarding the general type of health services provided to the students. All accidents are also reported regularly for accident prevention and liability analysis	1	2	3	4	5	1	2	3	4	5
11. Well planned procedures for periodic evaluation of the school health services are provided	1	2	3	4	5	1	2	3	4	5
12. Others										

II. Nature of the Program

- A. How are the health services organized and administered?
- B. What preparation, experience and personal qualifications are represented by the health services staff?
- C. List by position the health service personnel available to the school and indicate how their time is utilized by the school.
- D. Describe the health service facilities and discuss their adequacy.

- B. What preparation, experience and personal qualifications are represented by the health services staff?**

- C. List by position the health service personnel available to the school and indicate how their time is utilized by the school.

- D. Describe the health service facilities and discuss their adequacy.**

E. What provisions are made for obtaining information about students relative to:

1. Home and family

2. Physical and medical status

F. What measures exist to protect the integrity of the individual's health record for authorized and professional use only?

G. Describe the health service activities that are designed to encourage good mental, emotional and social health practices.

H. Describe the provisions made to accommodate the student whose physical or health condition is not normal.

I. Discuss the following health-service-related situations:

1. The instructional and supervisory activities of teachers which promote health and safety.
2. The adequacy of handwashing facilities (including hot water, soap and towels) available at all times in each washroom throughout the school.
3. The provision of locker room facilities, materials and equipment designed to maintain and promote health and safety.

4. In addition to the school nurse, to what extent do school personnel hold current first aid certificates?

J. List the measures taken to eliminate practices that are detrimental to student health such as use of tobacco, alcoholic beverages, drugs and poor nutritional habits. Give evidences of the effectiveness of the means used.

K. Comments (Add any other comments concerning the nature of the school's health services):

III. Evaluation

A. Cite evidence that the health services are consistent with the school's stated philosophy, objectives and priorities.

B. What improvements in the health services have been completed within the last three years?

C. What are the areas of special strength in the health services?

D. Identify those areas of the health services which are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the health services?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range improvements planned for the school health services.

B. List below the long-range improvements that are planned for the school health services.

- C. What other improvements do you feel would be necessary in order to make the school's health services ideal? If any of these desirable changes seem unattainable by your school, explain why.

V. Current Status Scale

On the scale below, please indicate with a check mark the present status of the health services as compared to optimum health services in terms of the school's stated philosophy, objectives and priorities.

--	--	--

Much Improvement Needed

Little or No Improvement Needed

Add below any other comments concerning the current status of the health services.

SPECIAL EDUCATION SERVICES

I. Principles

Introduction

In every school system there will be some students who require special skills and services on the part of teachers and other school personnel. To provide a common school education, it is necessary for schools to provide comprehensive special education services for the exceptional child. The special education program should provide for adolescents who exhibit marked differences in mental, physical, social and emotional development. The special education program should be an accepted and integrated part of the total school program.

Listed below are a number of principles regarding special education services which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an

overview of how the school community generally accepts and implements each principle.

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Degree of Implementation

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2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles—Education for Exceptional Students

	Degree of Acceptance					Degree of Implementation				
1. The responsibilities of administrators, teachers and other student services personnel for the education of exceptional students are defined and understood	1	2	3	4	5	1	2	3	4	5
2. Facilities for exceptional students are included in the school buildings	1	2	3	4	5	1	2	3	4	5
3. All buildings and facilities are accessible to physically handicapped students	1	2	3	4	5	1	2	3	4	5
4. Identification of the needs of exceptional students is accomplished through referral to the student personnel department by teachers, administrators, parents, physicians and through established screening programs within the school and community	1	2	3	4	5	1	2	3	4	5
5. The school provides specific educational programs for all resident exceptional students	1	2	3	4	5	1	2	3	4	5
6. Specialists in the education of exceptional students serve as consultants to other professional staff members in the school	1	2	3	4	5	1	2	3	4	5
7. Educational services for exceptional students complement the educational program of the school	1	2	3	4	5	1	2	3	4	5
8. There is extensive articulation among the various school levels in the system to insure continuity of curriculum and records	1	2	3	4	5	1	2	3	4	5

	Degree of Acceptance					Degree of Implementation				
9. Placement in a special class or program is a decision of a team of professionals meeting with the parents to determine the best educational plans for the student.	1	2	3	4	5	1	2	3	4	5
10. All programs for exceptional students contribute to the obtaining of the high school diploma	1	2	3	4	5	1	2	3	4	5
11. Others										

II. Nature of the Program

A. Check those blocks indicating how the different types of exceptional students are served in your school or served by another nearby school on a contractual arrangement. (More than one block may be checked; leave blank any type not being served.)

Classification	Special Education Service			Other Services	Number of F.T.E. Staff	Number of Students
	Special Class	Resource Room	Itinerant Teacher			
Educable mentally retarded				School psychologist		
Trainable mentally retarded				School social worker		
Learning disabled				Prevocational counseling and work-study program		
Socially maladjusted				Speech correction		
Emotionally disturbed				Vision screening		
Blind				Hearing screening		
Partially sighted				Physical therapy		
Deaf				Occupational therapy		
Hard of hearing				Mobility training		
Physically handicapped				Home instruction		
Multiple handicapped				Special tutoring		
Gifted				Special transportation		

B. What preparation, experience and personal qualifications are represented by the total staff working with exceptional students?

C. Describe services provided for the various types of gifted students.

D. How are services for exceptional students organized and administered?

E. Describe any special facilities and special equipment utilized in providing services for exceptional students.

F. Describe the program for communicating with and involving parents of exceptional students.

G. How are exceptional students identified?

H. In what ways are all exceptional students involved in the school's program and activities.

I. Describe procedures used to inform the school's staff of available programs and services for exceptional students.

J. Describe the ways guidance services, health services and services for exceptional students are interrelated.

III. Evaluation

A. Cite evidence that the services for exceptional students are consistent with the school's stated philosophy, objectives and priorities.

B. What are the areas of special strength in services for exceptional students?

C. Identify those areas of the services for exceptional students which are in greatest need of strengthening.

D. What procedures and practices are used in the continuous evaluation of services for exceptional students?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range improvements planned for services for exceptional students.

B. List below the long-range improvements which are planned for services for exceptional students.

C. What other improvements would be necessary to make the services for exceptional students ideal for this school?
If these desirable changes seem unattainable, explain why.

V. Current Status Scale

On the scale below, indicate with a check mark the present status of the special education services as compared to optimum special education services in terms of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add any other comments concerning the current status of the special education services.

OTHER SERVICES: FOOD

A. Describe the food services provided for the students of this school.

B. Describe the adequacy of the food service facilities and related functions:

1. Dining area (including aesthetic aspects)

2. Food preparation area

3. Provisions for sanitation and cleanliness

4. Provisions for offering wholesome, attractive and nutritionally balanced meals.

5. Provisions for student training in good manners and sociability.

C. Describe the process for selecting, training and evaluating the people involved in food services.

D. What improvements in the school's food services have been completed in the last three years?

E. What plans exist for improving the food services within the next three years?

F. What other improvements do you feel would be necessary in order to make the food services ideal for this school?
If you feel that any of these desirable changes seem unattainable by your school, explain why.

G. On the scale below, indicate with a check mark the present status of the food services as compared to optimum food services in terms of the school's stated philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the food services.

OTHER SERVICES: TRANSPORTATION

A. Describe the transportation services provided by the school.

B. What percent of students use each of the following modes of transportation?

1. School-operated busses _____%

2. Public conveyance _____%

3. Walk or ride bicycles _____%

4. Private automobiles _____%

C. What measures are taken to maximize each student's safety to and from school?

D. How do the transportation services of the school accommodate the school program in such matters as field trips, student activities, etc.?

E. Describe the processes for selection, training and evaluating the people involved in transportation services.

F. What have been the improvements in the school's transportation services in the last three years?

G. What plans exist for improving the transportation services within the next three years?

- H. What other improvements seem necessary in order to make the transportation services ideal for this school? If you feel that any of these desirable changes are unattainable by your school, explain why.

- I. On the scale below, indicate with a check mark the present status of the transportation services as compared to optimum transportation services in terms of the school's stated philosophy, objectives and priorities.

High Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the transportation services.



Student Activities Program

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that Sections N and O titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

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NATIONAL STUDY OF SCHOOL EVALUATION

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consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

The School's Task in Evaluation

The complete evaluation of a high school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by a faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy, objectives and priorities) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy objectives and priorities of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

Faculty members, parents, and students should all be actively involved in this self-evaluation. It is important that faculty, parents, and students understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, introspection, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and feel the total evaluation rests on that particular section. The space provided under each question or statement is meant to provide ample room for reaction. Staff interaction is important in bringing about change.

Since this instrument is designed for a wide variety of secondary schools, some questions or statements may not be applicable to a particular school situation. When this occurs, the evaluation participants should by all means disregard those questions or statements of the evaluation and go on to those which are applicable.

Finally, it is vital that each evaluation participant receives feedback on reports of all sections of the self-study and that each participant have an opportunity to express either agreement or disagreement with each section report with provision for modification to a report when advisable.

More detailed information may be found in the Manual, Section M.

I. Principles

Introduction

For purposes of this instrument, a student activity is defined as any school-sponsored endeavor which involves students and for which neither a grade nor academic credit is given.

The student activities program should be an integral part of the educational program and should be related to the needs of students. It should provide students with opportunities to explore and develop their interests and talents; assist them to develop physically, emotionally, intellectually and socially; and promote positive attitudes toward work and the use of leisure time. A broad program of student activities should enhance the total educational program.

Listed below are a number of principles regarding student activities which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each prin-

ciple. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

Indicate by circling the appropriate number in the first column to the right of each principle the degree to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the degree to which that principle is implemented in the school. Where necessary, in order to be consistent with your stated philosophy, objectives and priorities, principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

The student activities program:

	Degree of Acceptance					Degree of Implementation				
1. Is oriented toward and is comprehensive enough to meet the needs and interests of secondary school students	1	2	3	4	5	1	2	3	4	5
2. Is a means of implementing, accomplishing and reflecting the philosophy, objectives and priorities of the school	1	2	3	4	5	1	2	3	4	5
3. Provides experiences that enhance the opportunity to develop increasing responsibility, initiative, leadership, cooperation and self-direction . . .	1	2	3	4	5	1	2	3	4	5
4. Provides students with exploration experiences that have physical, social and emotional value for both the present and the future	1	2	3	4	5	1	2	3	4	5
5. Provides leisure-time and recreational experiences that will have both immediate and carry-over value	1	2	3	4	5	1	2	3	4	5
6. Provides for individual, small-group and entire student body participation .	1	2	3	4	5	1	2	3	4	5
7. Provides a form of student participation in government as an important feature of the program	1	2	3	4	5	1	2	3	4	5
8. Avoids emphasis on contests and the exploitation of students for the benefit of school or community prestige	1	2	3	4	5	1	2	3	4	5
9. Does not restrict participation on the basis of social or financial factors . .	1	2	3	4	5	1	2	3	4	5

	Degree of Acceptance					Degree of Implementation				
10. Is an integral part of the educational program	1	2	3	4	5	1	2	3	4	5
11. Is in proper proportion within the educational program in relation to teacher time, student time, school emphasis, school budget and facilities and other factors	1	2	3	4	5	1	2	3	4	5
12. Generally has the activities scheduled as part of the regular school day	1	2	3	4	5	1	2	3	4	5
13. Is under the supervision of interested, competent, qualified sponsors	1	2	3	4	5	1	2	3	4	5
14. Is recognized by the faculty as a worthwhile endeavor	1	2	3	4	5	1	2	3	4	5
15. Is under the complete control of the school, administrative and financially	1	2	3	4	5	1	2	3	4	5
16. Involves students in the decision making process	1	2	3	4	5	1	2	3	4	5
17. Provides orientation for students new to the program	1	2	3	4	5	1	2	3	4	5
18. Is continually evaluated by students, faculty and administration	1	2	3	4	5	1	2	3	4	5
19. Others										

TABLE II

[illegible]

TABLE III
Interscholastic Athletics

[illegible]

TABLE IV
Other Activities
(such as music, drama, forensics)

[illegible]

- B. A copy of the form below is to be filled out by each activity sponsor.
(Schools may make as many copies of this page as needed.)

NAME OF ACTIVITY _____

Name of Sponsor _____

1. Objectives:

2. What problems, if any, were encountered in attempting to meet the objectives during the past year?

3. Indicate the length of meetings or practice sessions, frequency of meetings or practice sessions, and duration (months per year) of the activity.

4. Attach a copy of the rules or bylaws governing the activity.

C. Supply the information requested below. Use additional sheets if necessary:

1. Extent of participation

<u>Total School Enrollment</u>	<u>Student Activities Participants</u> (Count each participant only once)
Boys _____	Boys _____
Girls _____	Girls _____
Total _____	Total _____

2. What study is being made to determine which students do not participate and to ascertain the reason for their lack of participation?

3. What provision is made for the less talented students to participate in formal and/or informal music, speech, dramatics and other such activities?

4. List the program for each of the last four school assemblies. How did these assemblies contribute to the school philosophy and objectives?

5. In what ways do students participate in assembly programs?

6. In what specific ways do students have a voice in school government?

7. Which activities, if any, are overemphasized to the extent that they take a disproportionate amount of student and school time?

8. Is there sufficient guidance to ensure against overparticipation on the part of individual students? Explain.

9. What publications does the school sponsor? (attach copies) To what extent are students involved? How is each publication financed?

10. Describe how the funds for the activities program are provided, disbursed and controlled. (Attach annual financial report of the activities program.)

11. What percent of the faculty members sponsor an activity? How are they selected?

12. Are there any nonschool personnel sponsoring student activities? How are they selected?

13. When is time provided for clubs and other activities?

14. How may a new activity be started? How may an existing activity be terminated?

15. In what ways are decisions made concerning participation in contests and activities organized outside the local school?

16. In what ways does the activities program foster school spirit, loyalty and good sportsmanship?

17. In what ways does the activities program provide organized instruction in the development of social skills and interpersonal relationships?

18. Show evidence that the activities program encourages development of special talents and interests.

19. In what ways does the homeroom or related program, if any, make specific contributions to the student activities objectives?

20. What provisions are made for proper equipment and safety in the activities program?

21. Are provisions made for recognition of student participation, service and achievement in the activities program? If so, in what way?

22. If salary supplements are paid to sponsors or coaches, are such supplements governed by board policy and administrative head of the school?

23. In systems having a centralized director of athletics and physical education, are decisions on programs, sports, games and professional personnel made with full participation and concurrence of the school administrator and appropriate faculty members?

D. Comments (Add any other comments concerning the nature of the school's student activities program):

III. Evaluation

- A. What evidence exists that the school district places a reasonably high priority on student activities?
- B. Cite evidence that the student activities program is consistent with the school's stated philosophy, objectives and priorities.
- C. What improvements in the student activities program have been accomplished within the last three years?

D. What are the areas of special strength in the student activities program?

E. Identify those areas of the student activities program that are in greatest need of strengthening.

F. What part of the student activities program is over-emphasized, if any? What action should be taken to achieve balance?

IV. Plans for Improvement

A. List below, in anticipated sequence, the short-range improvements planned for the student activities program.

B. List below the long-range improvements that are planned for the student activities program.

C. What other improvements would be necessary in order to make the student activities program ideal for this school? If any of these desirable changes seem to be unattainable by your school, explain why.

V. Current Status Scale

On the scale below, indicate with a check mark the present status of the student activities program as compared to an optimum program of student activities in relation to the school's philosophy, objectives and priorities.

Much Improvement Needed		Little or No Improvement Needed

Add below any other comments concerning the current status of the school's student activities program.



School Plant and Facilities

NAME OF SCHOOL _____

DATE _____

Prepared by

_____	_____
_____	_____
_____	_____

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that Sections N and O titled "School and Community" and "Philosophy, Objectives and Priorities" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy, objectives and priorities.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

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Organization of the Criteria

The *Senior High School Evaluative Criteria* is comprised of eleven sections as follows:

- M Manual
- N School and Community
- O Philosophy, Objectives and Priorities
- P Design of Curriculum
- Q Instructional Areas
- R Individual Faculty Data
- S School Staff and Administration
- T Learning Media Services
- U Student Personnel Services
- V Student Activities
- W School Plant and Facilities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy, Objectives and Priorities" form the foundation for the process and undergird the entire evaluation.

"School and Community" is a data-gathering section. "Philosophy, Objectives and Priorities" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section. This section also provides an opportunity for the school to consider its central priorities and to be specific in stating ways these priorities are being attained.

The next two sections, "Design of Curriculum" and "Instructional Areas," are also closely related, one section focusing on the organization of the curriculum, and the other making possible the evaluation of each of the areas of learning that the school identifies.

The section on "Individual Faculty Data" includes data concerning individual faculty members and provides opportunity for faculty members to express opinions on certain aspects of the school program. This is the only section each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff, and auxiliary staff. The "Learning Media Services" section includes media services, library and audio-visual. "Student Personnel Services" includes such services as guidance, health, education services for exceptional children, food, and transportation. "Student Activities" includes the school's total activities program. The final section deals with the school plant and facilities.

The following evaluative sections P, Q, S, T, U, V and W use a common format as listed below:

- I. Principles
- II. Nature of the Program
- III. Evaluation
- IV. Plans For Improvement
- V. Current Status Scale

This five-point format begins with a series of principles designed to stimulate thought and reflection about the school program. Part II of the format consists of probing questions designed to elicit a description of the program or area under

consideration. Part III provides for an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

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More detailed information may be found in the Manual, Section M.

I. Principles

Introduction

The school plant, consisting of the site, building, equipment and services, is an important factor in the functioning of the educational program. The plant, as constructed and equipped, is more than a place of instruction. It is the physical environment which assists or limits student achievement of desirable learning outcomes.

Because the school plant serves as a vehicle in the implementation of the total educational program, its design should be predicated on, and consistent with, the stated philosophy objectives and priorities of the school. It should include extensive provisions for the health and safety of all persons involved in its use, as well as incorporate aesthetic features which contribute to a positive educational atmosphere.

Listed below are a number of principles regarding the school plant which are generally held to be valid and to which the school community should address itself. This introduction is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each

principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

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4. Accept in general
5. Endorse completely

Degree of Implementation

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

Principles

	Degree of Acceptance					Degree of Implementation				
1. The school plant is such that philosophy, objectives and priorities of the school may be implemented	1	2	3	4	5	1	2	3	4	5
2. The design of the school plant provides for present and future flexibility as the educational program changes	1	2	3	4	5	1	2	3	4	5
3. The school plant has aesthetic qualities that serve to enhance the learning experiences of the students	1	2	3	4	5	1	2	3	4	5
4. The school plant provides for the instructional needs of individuals as well as groups	1	2	3	4	5	1	2	3	4	5
5. The school plant includes an effective communications system	1	2	3	4	5	1	2	3	4	5
6. The heating and ventilating systems of the building meet sound health and comfort standards.	1	2	3	4	5	1	2	3	4	5
7. The lighting of the building meets approved standards.	1	2	3	4	5	1	2	3	4	5
8. Instructional and service areas that involve noise-producing activities are separated from the quieter classrooms or acoustically treated to reduce noise transference.	1	2	3	4	5	1	2	3	4	5
9. Provisions are made for the health and safety of all personnel using the school plant	1	2	3	4	5	1	2	3	4	5

	Degree of Acceptance					Degree of Implementation				
10. The design of the building facilitates the efficient movement of students	1	2	3	4	5	1	2	3	4	5
11. The design of the building provides for emergency exits	1	2	3	4	5	1	2	3	4	5
12. Adequate storage areas are readily accessible for individual and general use.	1	2	3	4	5	1	2	3	4	5
13. The design of the school plant provides for future expansion if necessary	1	2	3	4	5	1	2	3	4	5
14. The building(s) and outdoor facilities are located on the site to maximize land use and maintain aesthetic values	1	2	3	4	5	1	2	3	4	5
15. The school site reflects professional planning for:										
a) Centrality of location for the community that it serves	1	2	3	4	5	1	2	3	4	5
b) Access roads or streets	1	2	3	4	5	1	2	3	4	5
c) Pedestrian traffic (where applicable).	1	2	3	4	5	1	2	3	4	5
d) Bus loading and unloading (where applicable)	1	2	3	4	5	1	2	3	4	5
e) Parking areas	1	2	3	4	5	1	2	3	4	5
f) Outdoor educational facilities.	1	2	3	4	5	1	2	3	4	5
g) Public utilities	1	2	3	4	5	1	2	3	4	5
h) Drainage	1	2	3	4	5	1	2	3	4	5
i) Landscaping	1	2	3	4	5	1	2	3	4	5
16. The school plant is available for community activities during non-school hours	1	2	3	4	5	1	2	3	4	5
17. Others										

II. Nature of the Program

- A. Discuss the compatibility of the building design in general with the philosophy, objectives and priorities of the educational program.

B. Discuss the adequacy of the following *specific* areas of the physical facility in relation to (a) the educational program and (b) the school enrollment (where applicable):

1. Classrooms

2. Small-group rooms (conference and instructional)

3. Laboratories

4. Career education, vocational education, and industrial education facilities

5. Independent study areas

6. Learning media center

7. Auditorium

8. Physical education facilities

9. Athletic facilities

10. Food service areas

11. Offices, workrooms and restrooms for teachers

12. Administrative offices

13. Outdoor areas (instructional and other)

14. Other

C. Are the following facilities sufficient in number to meet the personal needs of the students? Are they maintained in proper working order?

1. Lockers

2. Washroom and toilet areas

3. Drinking fountains

- D. What is the present capacity of the building? _____
1. What is the present enrollment? _____
2. What is the predicted enrollment five years hence? _____

- E. Discuss the extent to which safety features have been incorporated in the school plant. Include safeguards against fire, tornado and earthquake.

- F. Describe security measures relating to the school plant. How do these measures affect the total school program?

G. Comments (Add any other comments concerning the nature of the school plant and facilities):

III. Evaluation

A. What features of the school plant enhance the educational program?

B. What features of the school plant detract from the educational program?

C. Discuss the adequacy of the maintenance program in terms of (a) appearance of the building, (b) supplies and equipment and (c) custodial work areas.

D. What improvements in the school plant or its use have been made within the last three years?

E. What continuous evaluation procedures are used to ensure that the best possible use is being made of the existing school plant in implementing the philosophy, objectives and priorities of the school?

IV. Plans for Improvement

A. What consideration has been or is being given to improving the school plant?

B. List below those changes which seem practical and seem likely to improve the school plant functionally or aesthetically. Describe plans for making these changes or indicate reasons why such changes are not contemplated.

V. Current Status Scale

On the scale below, indicate with a check mark the present status of your school plant as compared to an optimum school plant in light of the philosophy, objectives and priorities of the school

Much Improvement Needed		Little or No Improvement Needed

In the space below add any other comments concerning the current status of the school plant and facilities.